

## gesis

# European Values Study 

# EVS 1999 Bilingual Documentation Luxembourg 

English-Luxembourgish documentation of the data release 2012/12/28 Related to the national dataset
Archive-Study-No. ZA3804, Version: 3.0.1, doi:10.4232/1.11545

## European Values Study and

GESIS Data Archive for the Social Sciences

## Introduction

The present bilingual variable documentation is a supplement to the English Variable Report published for the national dataset.

The English Variable Report not only includes an extensive description of the data on study and variable level, but also contains frequency counts for almost all variables. It can be accessed through the GESIS Data Catalogue (http://gesis.org/data-catalogue/) and ZACAT-Online Study Catalogue (http://zacat.gesis.org/).

Bilingual Variable Documentation eases the work process by offering a direct comparison of questions as in English Master Questionnaire on one side, and language versions in field questionnaire on the other. What is more, for comparative analyses users can easily access this type of documentation provided for all participating countries. By this, exploration of communalities and differences in question wording across countries/cultural contexts is supported.

An overview of available documentation accessible for all countries can be found on the EVS website: http://www.europeanvaluesstudy.eu/evs/surveys/survey-1999-2000/participatingcountries/

The graphic below shows countries sharing one or more languages in the blue boxes. Languages marked red show shared languages.

## Languages fielded in EVS 1999

| Integrated Dataset <br> English Master Questionnaire |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Austria German | Belarus Russian | Belgium Flemish/Dutch French | Bulgaria Bulgarian | Croatia Croatian | Czech Republic Czech | Denmark Danish |
| Estonia Estonian Russian | Finland <br> Finnish | France French | Germany German | Great Britain English | Greece Greek | Hungary Hungarian |
| Iceland Icelandic | Ireland English | Italy Italian | Latvia <br> Latvian <br> Russian | Lithuania <br> Lithuanian | Luxembourg | Malta <br> Maltese |
| Netherlands Dutch | Northern <br> Ireland <br> English | Poland Polish | Portugal Portuguese | Romania Romanian | Portuguese | Russian Russian |
| Slovenia Slovenian | Spain Spanish | Sweden <br> Swedish | Slovak Republic Slovak | Turkey <br> Turkish | Ukraine Ukrainian Russian |  |

Comparisons between countries and language versions can be extended to the EVS 2008 for which bilingual documentation of national datasets is also available through the Data Catalogue and ZACAT.

Additionally, the Online Variable Overview, which also allows for identification of trend variables across EVS waves (1981, 1990, 1999, and 2008), is provided by the GESIS Data Archive.

## Citation

Publications based on EVS data should acknowledge this by means of bibliographic citations. To ensure that such source attributions are captured for social science bibliographic utilities, citations must appear in the footnotes or in the reference section of publications.

## How to cite this publication

EVS, GESIS (2012): European Values Study 1999 - Variable Report: Bilingual Documentation, Luxembourg (English - Luxembourgish). GESIS-Variable Report 2012/180.

## Explanation of Bilingual Variable Documentation

In the following pages, the English/original language documentation is provided.
The left part of the page depicts the variable documentation according to the English Master Questionnaire. It displays question number and text, response categories and missing values, additional notes referring to data, as well as applied standards, information on coding and harmonized variables.

On the right hand side, variables are documented in the original language fielded in given country. Question number and text, as well as response categories and missing values are displayed in original (fielded) language(s). Notes on this side refer to deviations between master and field questionnaire, translation problems, typing errors, and references to original country-specific variables. Besides, a standard note is added concerning the recoding and documentation of missing values in the national datasets.

EVS 1999 Bilingual Variable Documentation Germany: English - German
GESIS StudyNo 3778, v3.0.1, http://dx.doi.org/doi:10.4232/1.11534

```
v49 - how often spend time with colleagues (Q6B)
Q.6
<Show card 6>
I'm}\mathrm{ going to ask how often you do certain things. For each activity, would you say you do them
every week or nearly every week; once or twice a month; only a few times a year, or not at
all?
<Interviewer. Code 'Not applicable' when respondent is not involved in work, church or
club>
Q.6B Spend time with colleagues from work or your profession outside the workplace
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 every week
2 once or twice a month
3 a few times a year
4 not at all
```

Because filter rules may differ between countries v49_filt was constructed correcting for
inconsistencies.
CARD 6
every week or nearly every week
once or twice a month
only a few times a year
not at all
how often spend time with colleagues (Q6B)
F. 6
<Liste 6 vorlegen!>
Ich möchte Sie nun fragen, wie oft Sie verschiedene Dinge tun. Sagen Sie mir bitte, ob Sie die folgenden Aktivitāten jede Woche oder fast jede Woche tun, ein- oder zweimal im Monat, ein paarmal im Jahr oder niemals
<Vorgaben vorlesen! Zu jeder Aktivität eine Antwort ankreuzen! "Trifft nicht zu" ankreuzen, wenn Befragter z.B. keine Kollegen hat, in keiner Kirche bzw. in keinem Verein ist. > Wie oft kommt es vor, daß Sie:
F.6B Zeit mit Arbeits- oder Berufskollegen
außerhalb des Arbeitsplatzes verbringen?

3 TNZ
-2 Verweigert
Weiß nicht
Jede Woche oder fast jede Woche
Ein- oder zweimal im Monat
Ein paarmal im Jahr
4 Niemals

位s values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

$\begin{array}{llll}1 & 2 & 3\end{array}$

|  | English documentation | Original language documentation |
| :---: | :--- | :--- |
| 1 | Variable name, label, question/item number | Variable label, question/item number |
| 2 | Question number | Question number |
| 3 | Question text, missing values and value labels adopted <br> from the master questionnaire | Question text, missing values and value labels adopted from <br> the field questionnaire |
| 4 | Notes and remarks referring to: international standards, <br> information on data, reference to deviations between the <br> master and the field questionnaire | Notes and remarks referring to: errors in the field <br> questionnaire, translation problems, standard note for <br> missing values |
| 5 | Show card from master questionnaire | Show card as included in field questionnaire |


| Variable, Label | Variable, Label |
| :--- | :--- |
| Question Text (English Language) | Question Text (Original Language) |
| studyno - GESIS study number (EVS wave) | GESIS study number (EVS wave) |
| GESIS Study Number: | GESIS Study Number: |
| ZA3804 | ZA3804 |

version - GESIS archive version
GESIS Archive Version:
3.0.1 '2012-12-28'

This variable identifies the GESIS archive version number of this data set and the corresponding release date, recorded as an alphanumeric string. The version number is composed of a sequence of three numbers. The major number is incremented when there are changes in the composition of the data set (e.g. additional variables or cases ) , the minor or second number is incremented when significant errors have been fixed (e.g. coding errors, misleading value labels ), and the third or revision number is incremented when minor bugs are fixed (e.g. spelling errors in variable or value labels ).

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| ID_COCAS - unified respondent number | unified respondent number |  |
| :--- | :--- | :--- |
| Unified respondent number | Unified respondent number |  |
| Code comprises 12 digits: YYYY (year of wave ), CCC | (SO-Code for country), and NNNNN | Code comprises 12 digits: YYYY (year of wave), CCC (ISO-Code for country), and NNNNN |
| (case number) | (case number) |  |


| CASENO - original respondent number | original respondent number |
| :--- | :--- |
| Original respondent number | Original respondent number |

YEAR - survey year
survey year
Survey year: 1999

Survey year: 1999

| WEIGHT - weight | weight |
| :--- | :--- |
| Weight: | Weight: |
| Weight factor to correct for age, sex, nationality, occupation, and region. | Weight factor to correct for age, sex, nationality, occupation, and region |

[^0]| V1 - how important in your life: work (Q1A) | how important in your life: work (Q1A) |
| :---: | :---: |
| Q. 1 | Q. 1 |
| <Show card 1> | <MONTRER CARTE 1> |
| Please say, for each of the following, how important it is in your life. | Fir folgend Situatiounen, kennt Dir mir w.e.g. soen op dat an Ärem Liewen ganz wichteg, éischter wichteg, éischter nët wichteg oder guer nët wichteg as ? |
| Q.1A Work |  |
|  | Q.1A Arbecht |
| -5 other missing |  |
| -4 question not asked | 1 ganz wichteg |
| -3 not applicable | 2 éischter wichteg |
| -2 no answer | 3 éischter nët wichteg |
| -1 don't know | 4 guer nët wichteg |
| 1 very important | 8 NSP |
| 2 quite important | 9 Keng Äntwert |
| 3 not important |  |
| 4 not at all important | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545


| V2 - how important in your life: family (Q1B) | how important in your life: family (Q1B) |
| :---: | :---: |
| Q. 1 | Q. 1 |
| <Show card 1> | <MONTRER CARTE 1> |
| Please say, for each of the following, how important it is in your life. | Fir folgend Situatiounen, kennt Dir mir w.e.g. soen op dat an Ärem Liewen ganz wichteg, éischter wichteg, éischter nët wichteg oder guer nët wichteg as ? |
| Q.1B Family |  |
|  | Q.1B Famill |
| -5 other missing |  |
| -4 question not asked | 1 ganz wichteg |
| -3 not applicable | 2 éischter wichteg |
| -2 no answer | 3 éischter nët wichteg |
| -1 don't know | 4 guer nët wichteg |
| 1 very important | 8 NSP |
| 2 quite important | 9 Keng Äntwert |
| 3 not important |  |
| 4 not at all important | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

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| CARD 1 |  |
| :--- | :--- |
| Cl |  |
| 1- | Very important |
| $2-$ | Quite important |
| $3-$ | Not important |
| 4- | Not at all important |$\quad$| Q1. |
| :--- | :--- |


| V3-how important in your life: friends and acquaintances (Q1C) | how important in your life: friends and acquaintances (Q1C ) |
| :---: | :---: |
| Q. 1 | Q. 1 |
| <Show card 1> | <MONTRER CARTE 1> |
| Please say, for each of the following, how important it is in your life. | Fir folgend Situatiounen, kennt Dir mir w.e.g. soen op dat an Ärem Liewen ganz wichteg, éischter wichteg, éischter nët wichteg oder guer nët wichteg as ? |
| Q.1C Friends and acquaintances |  |
|  | Q.1C Frënn a Bekannten |
| -5 other missing |  |
| -4 question not asked | 1 ganz wichteg |
| -3 not applicable | 2 éischter wichteg |
| -2 no answer | 3 éischter nët wichteg |
| -1 don't know | 4 guer nët wichteg |
| 1 very important | 8 NSP |
| 2 quite important | 9 Keng Äntwert |
| 3 not important |  |
| 4 not at all important | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

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| CARD 1 |  |
| :--- | :--- |
| Cl | Very important |
| 1- | Quite important |
| $3-$ | Not important |
| 4- | Not at all important |$\quad$| Q1. |
| :--- | :--- |



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| CARD 1 |  |
| :--- | :--- |
| Cl | Very important |
| 1- | Quite important |
| $3-$ | Not important |
| 4- | Not at all important |$\quad$| Q1. |
| :--- | :--- |


| V5 - how important in your life: politics (Q1E) | how important in your life: politics (Q1E) |
| :---: | :---: |
| Q. 1 | Q. 1 |
| <Show card 1> | <MONTRER CARTE 1> |
| Please say, for each of the following, how important it is in your life. | Fir folgend Situatiounen, kennt Dir mir w.e.g. soen op dat an Ärem Liewen ganz wichteg, éischter wichteg, éischter nët wichteg oder guer nët wichteg as ? |
| Q.1E Politics |  |
|  | Q.1E Politik |
| -5 other missing |  |
| -4 question not asked | 1 ganz wichteg |
| -3 not applicable | 2 éischter wichteg |
| -2 no answer | 3 éischter nët wichteg |
| -1 don't know | 4 guer nët wichteg |
| 1 very important | 8 NSP |
| 2 quite important | 9 Keng Äntwert |
| 3 not important |  |
| 4 not at all important | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

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| CARD 1 |  |
| :--- | :--- |
| Cl | Very important |
| 1- | Quite important |
| $3-$ | Not important |
| 3- | Not at all important |

## V6 - how important in your life: religion (Q1F ) Q. 1

<Show card 1>
Please say, for each of the following, how important it is in your life.

## Q.1F Religion

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very important
2 quite important
3 not important
4 not at all important
how important in your life: religion (Q1F )
Q. 1
<MONTRER CARTE 1>
Fir folgend Situatiounen, kennt Dir mir w.e.g. soen op dat an Ärem Liewen ganz wichteg, éischter wichteg, éischter nët wichteg oder guer nët wichteg as ?
Q.1F Relioun

1 ganz wichteg
2 éischter wichteg
3 éischter nët wichteg
4 guer nët wichteg
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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| CARD 1 |  |
| :--- | :--- |
| Cl | Very important |
| 1- | Quite important |
| $3-$ | Not important |
| 4- | Not at all important |$\quad$| Q1. |
| :--- | :--- |


| V7- how often discuss politics with friends (Q2) | how often discuss politics with friends (Q2) |
| :---: | :---: |
| Q. 2 | Q. 2 |
| When you get together with your friends, would you say you discuss political matters frequently, occasionally or never? | Wann Dir ënner Frenn sid, kennt et lech oft, heiansdo oder nie fir iwer Politik ze schwätzen? |
|  | 1 oft |
| -5 other missing | 2 heiansdo |
| -4 question not asked | 3 nie |
| -3 not applicable | 8 NSP |
| -2 no answer | 9 keng Äntwert |
| -1 don't know |  |
| 1 frequently | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original |
| 2 occasionally | language documentation was developed in cooperation between the participating countries, |
| 3 never | CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

V8 - environment: giving part of income (Q3A)
Q. 3
<Show card 3>
I am now going to read out some statements about the environment. For each one read out, can you tell
me whether you agree strongly, agree, disagree or strongly disagree?
<Read out each statement and code an answer for each>
Q.3A I would give part of my income if I were certain that the money would be used to prevent
environmental pollution
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree

3 disagree
4 strongly disagree

## environment: giving part of income <br> (Q3A)

Q. 3
<MONTRER CARTE 3>
Ech liesen lech elo Aussoen iwert d'Emwelt fir. Sot mir .e.g. all Kéier ob Dir ganz averstan, averstan, nët averstan oder guer nët averstan sid.
< (Lire chaque affirmation et coder une réponse pour chacune) .>
Q.3A ech géif en Deel vun mengem Gehalt gin wann ech secher wier dass dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden

1 ganz averstan
2 averstan
3 nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries,
CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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| CARD 3 |  |
| :--- | :--- |
|  |  |
| $1-$ | Strongly agree |
| $2-$ | Agree |
| $3-$ | Disagree |
| $4-$ | Strongly disagree |

Q3.

A ech géif en Deel vun mengem Gehalt gin wann ech secher wier dass dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden
B ech géif eng Erhéigung vu mengen Steieren acceptéieren wann dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden
C d'Regierung muss d'Emweltverschmotzung verklengeren, mee daat dierf mech näischt kaschten

```
V9 - environment: increase taxes to prevent environmental pollution (Q3B )
Q. }
<Show card 3>
I am now going to read out some statements about the environment. For each one read out, can you tell me whether you agree strongly, agree, disagree or strongly disagree?
<Read out each statement and code an answer for each>
Q.3B I would agree to an increase in taxes if the extra money is used to prevent environmenta pollution
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree
```

environment: increase taxes to prevent environmental pollution
Q. 3

## <MONTRER CARTE 3>

Ech liesen lech elo Aussoen iwert d'Emwelt fir. Sot mir .e.g. all Kéier ob Dir ganz averstan, averstan, nët averstan oder guer nët averstan sid.
< (Lire chaque affirmation et coder une réponse pour chacune ).>
Q.3B ech géif eng Erhéigung vu mengen Steieren acceptéieren wann dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden

1 ganz averstan
2 averstan
3 nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

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| CARD 3 |  |
| :--- | :--- |
|  |  |
| $1-$ | Strongly agree |
| $2-$ | Agree |
| $3-$ | Disagree |
| $4-$ | Strongly disagree |

Q3.

A ech géif en Deel vun mengem Gehalt gin wann ech secher wier dass dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden
B ech géif eng Erhéigung vu mengen Steieren acceptéieren wann dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden
C d'Regierung muss d'Emweltverschmotzung verklengeren, mee daat dierf mech näischt kaschten
V10-environment: government should reduce environmental pollution (Q3C )
Q. 3
<Show card 3>
I am now going to read out some statements about the environment. For each one read out, can you tell
me whether you agree strongly, agree, disagree or strongly disagree?
<Read out each statement and code an answer for each>
Q.3C The Government has to reduce environmental pollution but it should not cost me any money
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree

3 disagree
4 strongly disagree
environment: government should reduce environmental pollution
Q. 3
<MONTRER CARTE 3>
Ech liesen lech elo Aussoen iwert d'Emwelt fir. Sot mir .e.g. all Kéier ob Dir ganz averstan, averstan, nët averstan oder guer nët averstan sid.
< (Lire chaque affirmation et coder une réponse pour chacune ).>
Q.3C d'Regierung muss d'Emweltverschmotzung verklengeren, mee daat dierf mech näischt kaschten

1 ganz averstan
2 averstan
3 nët averstan
guer nët averstan
8 NSP
9 Keng Äntwert

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| CARD 3 |  |
| :--- | :--- |
|  |  |
| $1-$ | Strongly agree |
| $2-$ | Agree |
| $3-$ | Disagree |
| $4-$ | Strongly disagree |

Q3.

A ech géif en Deel vun mengem Gehalt gin wann ech secher wier dass dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden
B ech géif eng Erhéigung vu mengen Steieren acceptéieren wann dëst Geld genotzt géif gin fir d'Emweltverschmotzung ze vermeiden
C d'Regierung muss d'Emweltverschmotzung verklengeren, mee daat dierf mech näischt kaschten

```
V11 - taking all things together how happy are you
Q.4
<Show card 4>
Taking all things together, would you say you are:
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 \text { very happy}
2 \text { quite happy}
3 not very happy
4 not at all happy
```


## CARD 4

```
A- Very happy
B- Quite happy
C- Not very happy
D- Not at all happy
```

taking all things together how happy are you (Q4)
Q. 4
<MONTRER CARTE 4>
Allgemeng gesin, géif Dir soen dass Dir :
< (Lire et inverser l'ordre pour une interview sur deux ) >

1 ganz glécklech
2 éischter glécklech
3 éischter nët glécklech
4 guer nët glécklech sid
8 NSP
9 keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

## Q4.

- ganz glecklech
- éischter glecklech
- éischter nët glecklech
- guer nët glecklech sid

```
V12 - do you belong to: welfare organisation (Q5a _ A )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a _ A Social welfare services for elderly, handicapped or deprived people
-5 other missing
4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

## V13 - do you belong to: religious organisation Q5a B )

Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a) which, if any, do you belong to?
<Code all mentioned under (a) >
Q.5a B Religious or church organisations
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

## Note:

Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.

The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you belong to: religious organisation Q5a _
Q.5a

## <MONTRER CARTE 5

PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .... - der derbäi sin wou Dir drun deel huelt?
Q.5a B reliéis oder um Nivo vun der Por

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V14 - do you belong to: cultural activities (Q5a _ C ) | do you belong to: cultural activities (Q5a _ C ) |
| :---: | :---: |
| Q.5a | Q.5a |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ... a) which, if any, do you belong to? | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .... |
| <Code all mentioned under (a) > | - der derbäi sin wou Dir drun deel huelt? |
| Q.5a _C Education, arts, music or cultural activities | Q.5a_C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw |
| -5 other missing |  |
| -4 question not asked | 0 net zitéiert |
| -3 not applicable | 1 zitéiert |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables ( 1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |
| The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ). |  |

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V15 - do you belong to: trade unions (Q5a _D )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a D Trade unions
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V16 - do you belong to: political parties/groups (Q5a_E )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a) which, if
any, do you belong to?
<Code all mentioned under (a)>
Q.5a E Political parties or groups
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V17 - do you belong to: local community action (Q5a _ F ) | do you belong to: local community action (Q5a _ F ) |
| :---: | :---: |
| Q.5a | Q.5a |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ... a) which, if any, do you belong to? | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .... |
| <Code all mentioned under (a) > |  |
| Q.5a _F Local community action on issues like poverty, employment, housing, racial equality | Q.5a $\qquad$ F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet |
| -5 other missing |  |
| -4 question not asked | 0 net zitéiert |
| -3 not applicable | 1 zitéiert |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |
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```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner
V18 - do you belong to: 3w-development/human rights (Q5a_G)
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if any, do you belong to?
<Code all mentioned under (a)
Q.5a _G Third world development or human rights
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

## Note:

Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.

## The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer'

(v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you belong to: 3w-development/human rights
Q5a_G
Q. 5

## <MONTRER CARTE 5

PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .... - der derbäi sin wou Dir drun deel huelt?
Q.5a _G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V19 - do you belong to: environment, ecology, animal rights
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a) which, if
any, do you belong to?
<Code all mentioned under (a)>
Q.5a H Conservation, the environment, ecology, animal rights
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V20 - do you belong to: professional associations (Q5a __ )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a)>
Q.5a I Professional associations
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V21 - do you belong to: youth work (Q5a _J )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a _J Youth work (e.g. scouts, guides, youth clubs etc. )
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V22 - do you belong to: sports/recreation (Q5a _K )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a _ K Sports or recreation
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V23 - do you belong to: women's groups (Q5a _ L )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a)>
Q.5a _L Women's groups
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V24 - do you belong to: peace movement (Q5a_M )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a)>
Q.5a _M Peace movement
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V25 - do you belong to: voluntary health organisations (Q5a _N )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a _N Voluntary organisations concerned with health
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V26 - do you belong to: other groups (Q 5a_O )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a _O Other groups
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V27 - do you belong to: none (Q5a__P )
Q.5a
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ... a ) which, if
any, do you belong to?
<Code all mentioned under (a) >
Q.5a_P None
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V30-do you work unpaid for: welfare organisation (Q5b _ A ) | do you work unpaid for: welfare organisation (Q5b _ ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b) which, if any, are you currently doing unpaid voluntary work for? <br> <Code all mentioned under (b) > | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat) ? |
| Q.5b _ A Social welfare services for elderly, handicapped or deprived people | Q.5b A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert |
| -5 other missing |  |
| -4 question not asked | 0 net zitéiert |
| -3 not applicable | 1 zitéiert |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _ A Social welfare services for elderly, handicapped or deprived people
-5 other missing
-4 question not asked
0 net zitéiert
-3 not applicable
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V31-do you work unpaid for: religious organisation (Q5b _ B ) | do you work unpaid for: religious organisation (Q5b _ B ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b) which, if any, are you currently doing unpaid voluntary work for? | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... |
| <Code all mentioned under (b) > | - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat) ? |
| Q.5b _ R Religious or church organisations | Q.5b _ B reliéis oder um Nivo vun der Por |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b_B Religious or church organisations
-5 other missing
uestion not asked
-2 no answer
-1 don't know
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V32-do you work unpaid for: cultural activities (Q5b _ C ) | do you work unpaid for: cultural activities (Q5b _ ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for? <br> <Code all mentioned under (b) > | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... <br> - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng <br> (Bénévolat) ? |
| Q.5b _C Education, arts, music or cultural activities | Q.5b _C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw |
| -5 other missing |  |
| -4 question not asked | 0 net zitéiert |
| -3 not applicable | 1 zitéiert |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned <br> 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _C Education, arts, music or cultural activities
-5 other missing
-4 question not asked $\quad 0$ net zitéiert
-3 not applicable
-2 no answer
not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' ( $\mathrm{v} 29 / \mathrm{v} 47$ ) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V33 - do you work unpaid for: trade unions (Q5b _ D ) | do you work unpaid for: trade unions (Q5b _ D ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for? <br> <Code all mentioned under (b) > | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng <br> (Bénévolat) ? |
| Q.5b_D Trade unions | Q.5b_D Gewerkschaften |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _D Trade unions
-5 other missing
uestion not asked
-2 no answer

- 1 don't know
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

## V34 - do you work unpaid for: political parties/groups <br> Q5b _E )

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b)
Q.5b E Political parties or groups
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

## Note:

Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.

The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you work unpaid for: political parties/group
(Q5b E)
Q.5b
<MONTRER CARTE 5
PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .. - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ?
Q.5b E politesch Assoziatiounen oder Parteien

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

## V35 - do you work unpaid for: local community action (Q5b _ F )

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b)
Q.5b _ F Local community action on issues like poverty, employment, housing, racial equality
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

## Note:

Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.

## The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer'

( $\mathrm{v} 29 / \mathrm{v} 47$ ) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you work unpaid for: local community action (Q5b F )
Q.5b
<MONTRER CARTE 5
PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .. - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ?
Q.5b _ F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

## V36 - do you work unpaid for: 3w-development/human rights (Q5b _G

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b)
Q.5b _ G Third world development or human rights
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

## Note:

Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.

## The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer'

(v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you work unpaid for: 3w-development/human rights
Q.5b

## <MONTRER CARTE 5

PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ?
Q.5b _G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V37 - do you work unpaid for: environment, ecology, animal rights (Q 5b _H )
Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b) which, i
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _H Conservation, the environment, ecology, animal rights
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V38 - do you work unpaid for: professional associations (Q5b _ I)
Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b I Professional associations
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

## V39-do you work unpaid for: youth work <br> (Q5b J)

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b J Youth work (e.g. scouts, guides, youth clubs etc. )
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix

The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you work unpaid for: youth work
(Q5b J)
Q.5b

## <MONTRER CARTE 5

PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ?
Q.5b _ J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc. )

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V40 - do you work unpaid for: sports/recreation (Q5b _ K ) | do you work unpaid for: sports/recreation (Q5b _ K ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for? <br> <Code all mentioned under (b) > | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng <br> (Bénévolat) ? |
| Q.5b_K Sports or recreation | Q.5b_K Sport an Fräizäitaktivitéiten |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b K Sports or recreation
-5 other missing
uestion not asked
-2 no answer

- 1 don't know
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
\begin{tabular}{|c|c|}
\hline V41-do you work unpaid for: women's groups (Q5b _ L ) & do you work unpaid for: women's groups (Q5b _ L ) \\
\hline Q.5b & Q.5b \\
\hline <Show card 5> & <MONTRER CARTE 5 \\
\hline \begin{tabular}{l}
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for? \\
<Code all mentioned under (b) >
\end{tabular} & \begin{tabular}{l}
PLUSIEURS REPONSES POSSIBLES PAR COLONNE> \\
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng \\
(Bénévolat) ?
\end{tabular} \\
\hline Q.5b_L Women's groups & Q.5b _ L Fraebewegungen an -Gruppen \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 zitéiert \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 mentioned & \\
\hline
\end{tabular}
```


## Note:

```
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' )
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V42 - do you work unpaid for: peace movement (Q5b _ M ) | do you work unpaid for: peace movement (Q5b _ M ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b) which, if any, are you currently doing unpaid voluntary work for? | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... |
| <Code all mentioned under (b) > | - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ? |
| Q.5b__M Peace movement | Q.5b_M pazifistesch Bewegungen |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _ M Peace movement
-5 other missing
uestion not asked
-2 no answer
-1 don't know
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V43-do you work unpaid for: voluntary health organisations (Q5b N ) | do you work unpaid for: voluntary health organisations (Q5b _ N ) |
| :---: | :---: |
| Q.5b | Q.5b |
| <Show card 5> | <MONTRER CARTE 5 |
| Please look carefully at the following list of voluntary organisations and activities and say ...b) which, if any, are you currently doing unpaid voluntary work for? | PLUSIEURS REPONSES POSSIBLES PAR COLONNE> <br> Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob ... |
| <Code all mentioned under (b) > | - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ? |
| Q.5b _ N Voluntary organisations concerned with health | Q.5b _ N Hëllefsorganisatiounen am Beräich vun der Gesondheet |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _N Voluntary organisations concerned with health
-5 other missing
uestion not asked
-2 no answer
-1 don't know
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

```
V44 - do you work unpaid for: other groups (Q5b _ O )
Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if
any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _O Other groups
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.
The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
```

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner
V45 - do you work unpaid for: none (Q5b _ P )
Q.5b
<Show card 5>
Please look carefully at the following list of voluntary organisations and activities and say ...b ) which, if any, are you currently doing unpaid voluntary work for?
<Code all mentioned under (b) >
Q.5b _P None
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

## Note:

Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.

The Master Questionnaire contains two additional items: 'I don't know' (v28/v46) and 'No answer' (v29/v47) . They were first recoded into -1 and -2 for each item of the question battery. For reasons of comparability they have been recoded in a second step into 0 (not belonging to a voluntary organisation'/'not doing voluntary work for those organisations' ) .
do you work unpaid for: none
(Q5b_P)
Q.5b

## <MONTRER CARTE 5

PLUSIEURS REPONSES POSSIBLES PAR COLONNE>
Liest elo dës Lëscht vun Organisatiounen an fräiwellegen Aktivitéiten opmierksam duerch a sot mir ob .. - der derbäi sin wou Dir fräiwelleg nët bezuelten Arbecht macht a wéi eng (Bénévolat ) ?
Q.5b guer keng

0 net zitéiert
1 zitéiert

```
CARD 5
A- Social welfare services for elderly, handicapped or deprived people
A- Social welfare services for elderly,
B- Religious or church organisations
N- Trade unions 
E- Political parties or groups 
G- Third world development or human rights
H- Conservation, the environment, ecology, amimal rights
I- Professional associations
J- Youth work (e.g. scouts, guides, youth clubs etc.)
K- Sports or recreation
L- Women's groups
M- Peace movement
M- Peace movement 
O- Other groups
K- Sports or recreation
```

Q5.

A karitativ Organisatiounen déi sech em Sozialhellef fir eeler Leit, Handicapéierter, Leit am Misère kemmert

B reliéis oder um Nivo vun der Por
C kulturell Organisatiounen an Aktivitéiten am Beräich vun der Educatioun, der Konscht, der Musek asw
D Gewerkschaften
E politesch Assoziatiounen oder Parteien
F Aktiounen um Niveau vun der Gemeng an Beräicher ewéi Armut, Arbecht, Wunnengen, Rassengläichheet
G Entwecklung vun der drëtter Welt, Menscherechtsorganisatiounen
H Emwelt, Ekologie, Deierenschutzverein
I Berufsorganisatiounen
J Jugendorganisatiounen (Scouten, Guiden, Jugendhaus etc.)
K Sport an Fräizäitaktivitéiten
L Fraebewegungen an -Gruppen
M pazifistesch Bewegungen
N Hëllefsorganisatiounen am Beräich vun der Gesondheet
O Organisatioun fir d'Integratioun vun den Auslänner

| V48 - how often spend time with friends (Q6A ) | how often spend time with friends (Q6A ) |
| :---: | :---: |
| Q. 6 | Q. 6 |
| <Show card 6> | <MONTRER CARTE 6> |
| I'm going to ask how often you do certain things. For each activity, would you say you do them every week or nearly every week; once or twice a month; only a few times a year; or not at all? | Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët. |
| Q.6A Spend time with friends | Q.6A Zäit mat Frenn verbréngen |
| -5 other missing | 1 all Woch |
| -4 question not asked | 2 1-2 Mol de Mount |
| -2 no answer | 3 e puer mol d'Joer |
| -1 don't know | 4 guer nët |
| 1 every week | 8 NSP |
| 2 once or twice a month | 9 Keng Äntwert |
| 3 a few times a year |  |
| 4 not at all | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

## CARD 6

1- every week or nearly every week
2- once or twice a month
3- only a few times a year
4- not at all

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)
V49 - how often spend time with colleagues (Q6B )
Q. 6
<Show card 6>
I'm going to ask how often you do certain things. For each activity, would you say you do them every
week or nearly every week; once or twice a month; only a few times a year; or not at all?
Q.6B Spend time with colleagues from work or your profession outside the workplace
-5 other missing
-4 question not asked
-2 no answer
-1 don't know
1 every week
2 once/twice a month
3 few times a year
4 not at all
-3 'not applicable' is not included in the country questionnaire.
In variable v49_filt category -3 not applicable . was reconstructed.
how often spend time with colleagues (Q6B)
Q. 6
<MONTRER CARTE 6>
Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët.
Q.6B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen

1 all Woch
1-2 Mol de Mount
3 e puer mol d'Joer
4 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

## CARD 6

1- every week or nearly every week
2- once or twice a month
3- only a few times a year
4- not at all

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)
V50 - how often spend time in church (Q6C )
Q. 6
<Show card 6>
I'm going to ask how often you do certain things. For each activity, would you say you do them every
week or nearly every week; once or twice a month; only a few times a year; or not at all?
Q.6C Spend time with people at your church, mosque or synagogue
-5 other missing
-4 question not asked
-2 no answer
-1 don't know
1 every week
2 once/twice a month
3 few times a year
4 not at all
-3 'not applicable' is not included in the country questionnaire.
In variable v50 filt category -3 . not applicable . was reconstructed.

In variable v50 filt category -3 not applicable was reconstructed.

## CARD 6

every week or nearly every week once or twice a month
only a few times a year not at all
how often spend time in church (Q6C)
Q. 6

## <MONTRER CARTE 6>

Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët.
Q.6C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen

1 all Woch
2 1-2 Mol de Mount
3 e puer mol d'Joer
4 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)
V51 - how often spend time in clubs+voluntary associations (Q6D )
Q. 6
<Show card 6>
I'm going to ask how often you do certain things. For each activity, would you say you do them every
week or nearly every week; once or twice a month; only a few times a year; or not at all?
Q.6D Spend time with people in clubs and voluntary associations (sport, culture, communal )
-5 other missing
-4 question not asked
-2 no answer
-1 don't know
1 every week
2 once/twice a month
3 few times a year
4 not at all
-3 'not applicable' is not included in the country questionnaire.
In variable v51_filt category -3 . not applicable . was reconstructed.
how often spend time in clubs+voluntary associations
(Q6D )
Q. 6

## <MONTRER CARTE 6>

Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët.
Q.6D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw )

1 all Woch
2 1-2 Mol de Mount
3 e puer mol d'Joer
4 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

## CARD 6

1- every week or nearly every week
2- once or twice a month
3- only a few times a year
4- not at all

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)
V49_FILT - how often spend time with colleagues (Q6B) (category -3 'nap' reconstructed with
filter)
Q. 6
<Show card 6>
<Show card 6>
I'm going to ask how often you do certain things. For each activity, would you say you do them every week or nearly every week; once or twice a month; only a few times a year; or not at all? <Interviewer: Code 'Not applicable' when respondent is not involved in work, church or club>
Q.6B Spend time with colleagues from work or your profession outside the workplace
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 every week
2 once or twice a month
3 a few times a year
4 not at all
-3 'not applicable' is not included in the country questionnaire. Category -3 'not applicable' was reconstructed according to this filter (v87 respondent is employed or v306 has paid employment: If v87=1 or range (v306,1,3))
how often spend time with colleagues (Q6B) (category -3 'nap' reconstructed with filter)

## Q. 6

<MONTRER CARTE 6>
Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët.
Q.6B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen

1 all Woch
2 1-2 Mol de Mount
3 e puer mol d'Joer
4 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

## CARD 6

every week or nearly every week once or twice a month only a few times a year not at all

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)

| V50 FILT - how often spend time in church (Q6C) (category -3 'nap' reconstructed with filter) | how often spend time in church (Q6C) (category -3 'nap' reconstructed with filter) |
| :---: | :---: |
| Q. 6 | Q. 6 |
| <Show card 6> | <MONTRER CARTE 6> |
| I'm going to ask how often you do certain things. For each activity, would you say you do them every week or nearly every week; once or twice a month; only a few times a year; or not at all? <br> <Interviewer: Code 'Not applicable' when respondent is not involved in work, church or club> | Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët. |
|  | Q.6C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen |
| Q.6C Spend time with people at your church, mosque or synagogue |  |
|  | 1 all Woch |
| -5 other missing | 2 1-2 Mol de Mount |
| -4 question not asked | 3 e puer mol d'Joer |
| -3 not applicable | 4 guer nët |
| -2 no answer | 8 NSP |
| -1 don't know | 9 Keng Äntwert |
| 1 every week |  |
| 2 once or twice a month | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original |
| 3 a few times a year | language documentation was developed in cooperation between the participating countries, |
| 4 not at all | CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and |
| -3 'not applicable' is not included in the country questionnaire. Category -3 'not applicable' was reconstructed according to this filter (v101 belonging to a religious denomination or v13 belonging to religious or church organisations: If any (1,v101,v13) ). | translated directly from data, for others they were documented according to the respective field questionnaires. |

```
CARD }
    every week or nearly every week
    once or twice a month
    only a few times a year
    not at all
```

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)

| V51 _FILT - how often spend time in clubs+voluntary associations (Q6D) (category -3 'nap' reconstructed with filter) | how often spend time in clubs+voluntary associations (Q6D) (category -3 'nap' reconstructed with filter) |
| :---: | :---: |
| Q. 6 | Q. 6 |
| <Show card 6> | <MONTRER CARTE 6> |
| I'm going to ask how often you do certain things. For each activity, would you say you do them every week or nearly every week; once or twice a month; only a few times a year; or not at all? <Interviewer: Code 'Not applicable' when respondent is not involved in work, church or club> | Ech zielen lech elo verschidden Aktivitéiten op. Sot mir w.e.g. fir all Aktivitéit, wéi oft et lech firkennt déi ze machen : all Woch oder bal, 1-2 Mol de Mount, e puer Mol am Joer oder guer nët. |
|  | Q.6D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw ) |
| Q.6D Spend time with people in clubs and voluntary associations (sport, culture, communal ) |  |
|  | 1 all Woch |
| -5 other missing | 2 1-2 Mol de Mount |
| -4 question not asked | 3 e puer mol d'Joer |
| -3 not applicable | 4 guer nët |
| -2 no answer | 8 NSP |
| -1 don't know | 9 Keng Äntwert |
| 1 every week |  |
| 2 once or twice a month | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original |
| 3 a few times a year | language documentation was developed in cooperation between the participating countries, |
| 4 not at all | CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and |
| -3 'not applicable' is not included in the country questionnaire. Category -3 'not applicable' was reconstructed according to this filter (v27 belonging to voluntary organisations and activities or v45 doing unpaid voluntary work: If any ( $0, \mathrm{v} 27, \mathrm{v} 45$ ) ) . | translated directly from data, for others they were documented according to the respective field questionnaires. |

## CARD 6

every week or nearly every week once or twice a month only a few times a year not at all

Q6.

A Zäit mat Frënn verbréngen
B Zäit mat Arbechtskollegen ausserhalb der Arbecht verbrengen
C Zäit mat Leit aus Ärer Kierch, Ärem Tempel, ärer Moschee oder Ärer Synagoge verbrengen
D Zäit mat Persounen aus engem Club oder Assoziatiounen verbrengen (Sport, Kultur, asw)

| V52-don't like as neighbours: people with criminal record (Q7A ) | don't like as neighbours: people with criminal record (Q7A ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7A People with a criminal record | Q.7A Leit mat engem Casier Judiciaire |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables ( 1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V53-don't like as neighbours: people of different race (Q7B) | don't like as neighbours: people of different race (Q7B ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7B People of a different race | Q.7B Leit vun enger anerer Rass |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V54-don't like as neighbours: left wing extremists (Q7C) | don't like as neighbours: left wing extremists (Q7C) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < Noter une réponse pour chaque ligne) > |
| Q.7C Left wing extremists | Q.7C Lénksextremisten |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables ( 1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V55-don't like as neighbours: heavy drinkers (Q7D ) | don't like as neighbours: heavy drinkers (Q7D ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne) > |
| Q.7D Heavy drinkers | Q.7D Leit déi drenken |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V56-don't like as neighbours: right wing extremists (Q7E ) | don't like as neighbours: right wing extremists (Q7E ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne) > |
| Q.7E Right wing extremists | Q.7E Rietsextremisten |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V57-don't like as neighbours: large families (Q7F ) | don't like as neighbours: large families (Q7F) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne) > |
| Q.7F People with large families | Q.7F Famillen mat vill Kanner |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V58-don't like as neighbours: emotionally unstable people (Q7G ) | don't like as neighbours: emotionally unstable people (Q7G ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7G Emotionally unstable people | Q.7G emotional onstabil Leit |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables ( 1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V59-don't like as neighbours: Muslims (Q7H) | don't like as neighbours: Muslims (Q7H ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7H Muslims | Q.7H Musulmanen |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |

## V60 - don't like as neighbours: immigrants/foreign workers <br> Q71)

Q. 7
<Show card 7>
On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours?
<Code an answer for each>
Q. 71 Immigrants/foreign workers
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix.
Q. 7

## <MONTRER CARTE 7>

Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ?
< (Noter une réponse pour chaque ligne) >
Q. 71 Friemaarbechter oder Immigranten

1 zitéiert, wellt dës Leit nët als Noper
2 net zitéiert

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V61 - don't like as neighbours: people with AIDS (Q7J ) | don't like as neighbours: people with AIDS (Q7J) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7J People who have AIDS | Q.7J Leit déi AIDS hun |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V62-don't like as neighbours: drug addicts (Q7K) | don't like as neighbours: drug addicts (Q7K) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne) > |
| Q.7K Drug addicts | Q.7K Drogéierter |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V63 - don't like as neighbours: homosexuals (Q7L ) | don't like as neighbours: homosexuals (Q7L ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne) > |
| Q.7L Homosexuals | Q.7L Homosexueller |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective origina category code as question number suffix.

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V64 - don't like as neighbours: Jews (Q7M ) | don't like as neighbours: Jews (Q7M ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7M Jews | Q.7M Juden |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables ( 1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |


| V65-don't like as neighbours: gypsies (Q7N ) | don't like as neighbours: gypsies (Q7N ) |
| :---: | :---: |
| Q. 7 | Q. 7 |
| <Show card 7> | <MONTRER CARTE 7> |
| On this list are various groups of people. Could you please sort out any that you would not like to have as neighbours? | Op deser Lëscht stin verschidde Kategorien vun Persounen. Kennt Dir mir w.e.g. soen op et der gin déi Dir nët als Noper wéilt hun ? |
| <Code an answer for each> | < (Noter une réponse pour chaque ligne ) > |
| Q.7N Gypsies | Q.7N Zigäiner |
| -5 other missing | 1 zitéiert, wellt dës Leit nët als Noper |
| -4 question not asked | 2 net zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 7

A- People with a criminal record
B- People of a different race
C- Left wing extremists
D- Heavy drinkers
E- Right wing extremists
F- People with large families
G- Emotionally unstable people
H- Muslims
I- Immigrant/ foreign workers
J- People who have AIDS
K- Drug addicts
L- Homosexuals
M- Jews
N- Gypsies

| Q7. |  |
| :--- | :--- |
|  |  |
| A | Leit mat engem Casier Judiciaire |
| B | Leit vun enger anerer Rass |
| C | Lenksextremisten |
| D | Leit déi drenken |
| E | Rietsextremisten |
| F | Famillen mat vill Kanner |
| G | emotional onstabil Leit |
| H | Musulmanen |
| I | Friemaarbechter oder Immigranten |
| J | Leit déi AIDS hun |
| K | Drogéierter |
| L | Homosexueller |
| M | Juden |
| N | Zigäiner |
| O | Leit aus engem aneren sozialen Milieu |
| R | Flüchtlingen |

V66 - people can be trusted/can
Q. 8
Generally speaking, would you
dealing with people?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 most people can be trusted
2 cannot be too careful
people can be trusted/can't be too careful
(Q8)
Q. 8

Allgemeng gesin, mengt Dir dass een deenen meeschten Leit vertrauen kann oder dass en nie virsichteg genuch as wat déi aner Leit ugeet?

1 et kann een deenen meeschten Leit vertrauen
2 et ass een nie virsichteg genuch wat déi aner ugeet
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

| V67 - how much control over your life (Q9) | how much control over your life (Q9) |
| :--- | :--- |
| Q. 9 Q. 9 <br> <Show card 9> <MONTRER CARTE 9> |  |

<Show card 9>
<MONTRER CARTE 9>
Some people feel they have completely free choice and control over their lives, and other people feel that what they do has no real effect on what happens to them. Please use the scale to indicate how much freedom of choice and control you feel you have over the way your life turns out?
-5 other missing
4 question not
-3 not applicable 2
-2 no answer 3
-1 don't know 4
1 none at all 5
6
3 ( 7
4 8
5 9 9
6
7
8
9
10 a great deal

Verschidde Leit mengen dass sie ganz eleng Schiedsrichter a Kontroller sin iwert déi Art a Weis wéi hirt Liewen verleeft. Aner mengen dass sie keng reel Muecht hun iwert dat wat mat hinnen geschitt. Benotzt w.e.g. des Kaart fir mir ze soen a wéi engem Mos Dir lech fräi fillt fir d'Wiel an d'Kontroll vun der Art an Weis wéi Ärt Liewen verleeft

## Guer nët fräi

2
5

88 NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

|  |  |  |  |  |  |  |  | Q9. |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| None at all | 3 | 4 | 5 | 6 | 7 | 8 | $\begin{array}{cr} 9 & 10 \\ \text { A great deal } \end{array}$ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  | A great deal | Guer nët fräi |  |  |  |  |  |  |  |  | Ganz fräi |


| V68 - how satisfied are you with your life (Q10) | how satisfied are you with your life (Q10) |
| :---: | :---: |
| Q. 10 | Q. 10 |
| <Show card 10> | <MONTRER CARTE 10> |
| All things considered, how satisfied are you with your life as a whole these days? Please use this card to help with your answer. | Allgemeng gesin, wéi zefridden oder onzefridden sid Dir mat deem Liewen dat Dir am Moment féiert? Benotzt w.e.g dës Kart fir är Äntwert ze präziséieren |
| -5 other missing | 1 Guer nët zefridden |
| -4 question not asked | 2 |
| -3 not applicable | 3 |
| -2 no answer | 4 |
| -1 don't know | 5 |
| 1 dissatisfied | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 Ganz zefridden |
| 6 | 88 NSP |
| 7 | 99 Keng Äntwert |
| 8 |  |
| 9 | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original |
| 10 satisfied | language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
$\square$

| Q10. |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Guer nët <br> zefridden |  |  |  |  |  |  |  |  | Ganz <br> Zefridden |

## f69 - flag variable: why do people live in need - most/second important (Q11/Q12)

Flag variable:
Indicates inconsistencies for the variables v69/v70

If most important reason is identical with next important reason
if $v 69=v 70$ then $f 69=1$

0 consistent
1 inconsistent

Note:
For detailed information, see EVS 1999 national variable report.
flag variable: why do people live in need - most/second important (Q11/Q12)
Flag variable:
Indicates inconsistencies for the variables v69/v70

If most important reason is identical with next important reason.
if $v 69=v 70$ then $f 69=1$

0 consistent
1 inconsistent

```
V69 - why do people live in need: most important
Q. }1
<Show card 11> reason do you consider to be most important?
```

<Code one under
(a) below>

```
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 because they are unlucky
2 because of laziness and lack of willpower
3 because of injustice in our society
4 it's an inevitable part of modern progress
5 none of these
```

(Q11)

Why are there people in this country who live in need? Here are four possible reasons. Which one

## Note:

Please see flag variable f 69 which indicates inconsistencies for variables v69/v70.

## CARD 11

A- Because they are unlucky
B- Because of laziness and lack of willpower
C- Because of injustice in our society
D- It's an inevitable part of modern progress

## why do people live in need: most important

Q. 11
<MONTRER CARTE 11>
Firwat, gin ët Ärer Meenung no an dësem Land Leit déi an Nout liewen ? Hei sin elo 4 méiglech Erklärungen.
Wéi eng as Ärer Meenung no déi wichtegst?

1 A - et as well sie keng Chance, kee Gleck haten
2 B - et as wéinst Faulheet oder schlechtem Wellen
3 C - et as well et an eiser Gesellschaft vill Ongerechtegkeet get
4 D - et as nët ze vermeiden mat der Entwecklung vun der moderner Welt
5 E - keng vun desen Erklärungen (SPONTANE )
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

## Q11. - Q12.

| A | et as well sie keng Chance, kee Gleck haten |
| :--- | :--- |
| B | et as wéinst Faulheet oder schlechtem Wellen |
| C | et as well et an eiser Gesellschaft vill Ongerechtegkeet get |
| D | et as nët ze vermeiden mat der Entwecklung vun der moderner Welt |

B et as wéinst Faulheet oder schlechtem Wellen
C et as well et an eiser Gesellschaft vill Ongerechtegkeet get
D et as nët ze vermeiden mat der Entwecklung vun der moderner Welt

| V70 - why do people live in need: 2nd most important (Q12) | why do people live in need: 2nd most important (Q12) |
| :---: | :---: |
| Q. 12 | Q. 12 |
| <Show card 11> | Wéi eng as déi zweet wichtegst? |
| And which reason do you consider to be the second most important? |  |
| <Code one under (b) below> | 1 A - et as well sie keng Chance, kee Gleck haten |
|  | 2 B - et as wéinst Faulheet oder schlechtem Wellen |
| -5 other missing | 3 C - et as well et an eiser Gesellschaft vill Ongerechtegkeet get |
| -4 question not asked | 4 D - et as nët ze vermeiden mat der Entwecklung vun der moderner Welt |
| -3 not applicable | 5 E - keng vun desen Erklärungen (SPONTANE) |
| -2 no answer | 8 NSP |
| -1 don't know | 9 Keng Äntwert |
| 1 because they are unlucky |  |
| 2 because of laziness and lack of willpower | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original |
| 3 because of injustice in our society | language documentation was developed in cooperation between the participating countries, |
| 4 it's an inevitable part of modern progress | CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values |
| 5 none of these | may differ from country to country. For some countries missing values have been adopted and |
|  | translated directly from data, for others they were documented according to the respective field |
| Note: | questionnaires. |

## CARD 11

A- Because they are unlucky
B- Because of laziness and lack of willpower
C- Because of injustice in our society
D- It's an inevitable part of modern progress

## Q11. - Q12.

```
A et as well sie keng Chance, kee Gleck haten
B et as wéinst Faulheet oder schlechtem Wellen
C et as well et an eiser Gesellschaft vill Ongerechtegkeet get
D et as nët ze vermeiden mat der Entwecklung vun der moderner Welt
```



## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |



## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V73-important in a job: not too much pressure (Q13C) | important in a job: not too much pressure (Q13C) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13C Not too much pressure | Q.13C et as een nët gestresst |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |



## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V75-important in a job: chances for promotion (Q13E ) | important in a job: chances for promotion (Q13E ) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses ) > |
| Q.13E Good chances for promotion | Q.13E et kann en op eng Promotioun hoffen |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V76-important in a job: respected job (Q13F ) | important in a job: respected job (Q13F ) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses ) > |
| Q.13F A job respected by people in general | Q.13F et as eng Arbecht déi gudd ugesin as |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables ( 1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V77-important in a job: good hours (Q13G ) | important in a job: good hours (Q13G ) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13G Good hours | Q.13G d'Arbechtszäiten sin zefriddenstellend |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
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## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
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| M | et huet een Verantwortung |
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| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |



## CARD 13

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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
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## CARD 13

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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V80-important in a job: generous holidays (Q13J) | important in a job: generous holidays (Q13J ) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13J Generous holidays | Q.13J et get vill Congé |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
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## CARD 13

A- Good pay
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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
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| J | et get vill Congé |
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| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V81- important in a job: meeting people (Q13K) | important in a job: meeting people (Q13K) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder beruflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13K Meeting people | Q.13K et léiert ee vill Leit kennen |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
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## CARD 13

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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
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| J | et get vill Congé |
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| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V82-important in a job: achieving something (Q13L ) | important in a job: achieving something (Q13L) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses ) > |
| Q.13L A job in which you feel you can achieve something | Q.13L et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
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## CARD 13

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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V83-important in a job: responsible job (Q13M) | important in a job: responsible job (Q13M) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13M A responsible job | Q.13M et huet een Verantwortung |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective origina category code as question number suffix. |  |

## CARD 13

A- Good pay
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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V84-important in a job: interesting job (Q13N) | important in a job: interesting job (Q13N) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder beruflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13N A job that is interesting | Q. 13 N wat ee mecht as interessant |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
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## CARD 13

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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
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| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
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| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V85-important in a job: meeting abilities (Q13O) | important in a job: meeting abilities (Q13O) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses ) > |
| Q. 130 A job that meets one's abilities | Q. 130 et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| -5 other missing | 0 net zitéiert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |
| Note: |  |
| Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. |  |

## CARD 13

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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
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| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| O2-important in a job: good physical working conditions (Q13P ) | important in a job: good physical working conditions (Q13P ) |
| :---: | :---: |
| Q. 13 | Q. 13 |
| <Show card 13> | <MONTRER CARTE 13> |
| Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? | Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg? |
| <Code all mentioned> | < (Noter toutes les réponses) > |
| Q.13P Good physical working conditions | Q.13P d'Arbechtskonditiounen sin gud |
| -5 other missing | 0 net zitéert |
| -4 question not asked | 1 zitéiert |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 0 not mentioned |  |
| 1 mentioned |  |

## Q. 13

<Show card 13>
Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job?
<Code all mentioned>
Q.13P Good physical working conditions
-5 other missing
-4 question not asked
3 not applicable
2 no answe
nod

1 mentioned

Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix.

Please see flag variable 886 which indicates inconsistencies for variables v71 to v86 and O2/O3.

## CARD 13

A- Good pay
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| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
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| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |

## O3 - important in a job: time off in weekends (Q13Q)

 Q. 13<Show card 13>
Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job?
<Code all mentioned>
Q.13Q To have time off at the weekends
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 not mentioned
1 mentioned

Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix.

Please see flag variable f86 which indicates inconsistencies for variables v71 to v86 and O2/O3.

## important in a job: time off in weekends <br> (Q13Q)

Q. 13

## <MONTRER CARTE 13>

Op deser Kaart gesid Dir verschidden Eegenschaften déi kennen wichteg sin fir eng Arbechtsplatz oder berufflech Aktivitéit ze karaktériséieren. Fir lech, wat fir eng sin do wichteg?
< (Noter toutes les réponses ) >
Q.13Q de Weekend fräi sin

0 net zitéiert
1 zitéiert

## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |

## 86 - flag variable: important in a job: none of these (Q13 )

## Flag variable:

Indicates inconsistencies for the variables v71 to v86 and O2/O3

## Inconsistent 1

If respondent mentions at least one aspect and "none".
if $\mathrm{v} 86=1$ and any of v 71 to v 85 and O 2 to $\mathrm{O} 3=1$ then $\mathrm{f} 86=1$

## Inconsistent 2

If respondent does not mention any aspect and does not mention "none"
if $v 86=0$ and all of $v 71$ to $v 85$ and 02 to $03=0$ then f86=2

## nconsistent 3

If respondent does not mention any aspect and "none" is missing
if $\mathrm{v} 86=-5$ and all of v 71 to v 85 and O 2 to $\mathrm{O} 3=0$ then $\mathrm{f} 86=3$

## Inconsistent 4

If respondent mentions at least one aspect and "none" is missing if $v 86=-5$ and any of $v 71$ to $v 85$ and O 2 to $03=1$ then f86=4

0 consistent
1 inconsistent 1
2 inconsistent 2
3 inconsistent 3
4 inconsistent 4

Note:
For detailed information, see EVS 1999 national variable report
flag variable: important in a job: none of these Q13)

Flag variable:
Indicates inconsistencies for the variables v71 to v86 and O2/O3

Inconsistent 1
If respondent mentions at least one aspect and "none".
if $\mathrm{v} 86=1$ and any of v 71 to v 85 and O 2 to $\mathrm{O} 3=1$ then $\mathrm{f} 86=1$

Inconsistent 2
If respondent does not mention any aspect and does not mention "none"
if $v 86=0$ and all of $v 71$ to $v 85$ and 02 to $03=0$ then f86=2

Inconsistent 3
If respondent does not mention any aspect and "none" is missing
if $\mathrm{v} 86=-5$ and all of v 71 to v 85 and O 2 to $\mathrm{O} 3=0$ then $\mathrm{f} 86=3$

Inconsistent 4
If respondent mentions at least one aspect and "none" is missing if $v 86=-5$ and any of $v 71$ to $v 85$ and 02 to $03=1$ then f86=4

```
V86 - important in a job: none of these
(Q13R)
Q. }1
<Show card 13>
Here are some aspects of a job that people say are important. Please look at them and tell me which
ones you personally think are important in a job?
<Code all mentioned>
Q.13R None of these
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
not mentioned
1 \text { mentioned}
Note:
Multiple response questions are split into a set of dichotomized variables (1 mentioned, 0 not
mentioned) which represent each of the original categories and are identified by the respective original
category code as question number suffix
Please see flag variable f86 which indicates inconsistencies for variables v71 to v86 and O2/O3.
```


## CARD 13

A- Good pay
B- Pleasant people to work with
C- Not too much pressure
D- Good job security
E- Good chances for promotion
F- A job respected by people in general
G- Good hours
H- An opportunity to use initiative
I- A useful job for society
J- Generous holidays
K- Meeting people
L- A job in which you feel you can achieve something
M- A responsible job
N - A job that is interesting
O- A job that meets one's abilities

| Q13. |  |
| :--- | :--- |
|  |  |
| A | et verdingt ee gudd |
| B | d'Stemmung op der Arbecht as gudd |
| C | et as een nët gestresst |
| D | et riskéiert en nët arbechtslos ze gin |
| E | et kann en op eng Promotioun hoffen |
| F | et as eng Arbecht déi gudd ugesin as |
| G | d'Arbechtszäiten sin zefriddenstellend |
| H | et huet een Initiativ |
| I | et as eng nëtzlech Arbecht fir d'Gesellschaft |
| J | et get vill Congé |
| K | et léiert ee vill Leit kennen |
| L | et as eng Arbecht déi engem d'Impressioun get ëppes ze leeschten |
| M | et huet een Verantwortung |
| N | wat ee mecht as interessant |
| O | et as eng Arbecht wou e seng Kapazitéiten kann benotzen |
| P | d'Arbechtskonditiounen sin gud |
| Q | de Weekend fräi sin |


| V87-are you employed yes/no (Q14) | are you employed yes/no (Q14) |
| :---: | :---: |
| Q. 14 | Q. 14 |
| Are you yourself employed or not? | Hut Dir eng bezuelten berufflech Aktivitéit? |
| <if "yes" - go to 15; | <Si oui : Aller a Q. 15 |
| if "no" - go to 17> | Si non : Aller a Q.17> |
| -5 other missing | 1 Jo |
| -4 question not asked | 2 Nee |
| -3 not applicable |  |
| -2 no answer |  |
| -1 don't know |  |
| 1 yes |  |
| 2 no |  |


| V88 - how satisfied are you with your job (Q15) |  |
| :---: | :---: |
| Q. 15 |  |
| <Show card 15> |  |
| Overall, how satisfied or dissatisfied are you with your job? |  |
| -5 other missing | 1 |
| -4 question not asked | 2 |
| -3 not applicable | 3 |
| -2 no answer |  |
| -1 don't know | 5 |
| 1 dissatisfied | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 satisfied |  |

Respondents with code 1 on v87 should have been asked v88 (N=3).

| CARD 15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Dissatisfied |  |  |  |  |  |  |  |  |  |
| Satisfied |  |  |  |  |  |  |  |  |  |

how satisfied are you with your job
(Q15)
Q. 15
<MONTRER CARTE 15>
Allgemeng gesin, wéi zefridden oder onzefridden sid Dir mat Ärer Arbecht?

## Guer nët zefridden

10 Ganz zefridden
88 NSP
99 Keng Äntwer

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q15.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Guer nët <br> zefridden |  |  |  |  |  |  |  |  | Ganz <br> zefridden |


| V89 - how free are you to make decisions in job (Q16) | how free are you to make decisions in job (Q16) |
| :---: | :---: |
| Q. 16 | Q. 16 |
| <Show card 16> | <MONTRER CARTE 16> |
| How free are you to make decisions in your job? Please use this card to indicate how much decisionmaking freedom you feel you have. | A wéi engem Mooss sir Dir fräi fir Entscheedungen ze treffen op Ärer momentaner Arbecht ? Benotzt des Kaart fir d'Entscheedungsfräiheet ze bestemmen déi Dir mengt ze hun . |
| -5 other missing | 1 Guer nët fräi |
| -4 question not asked | 2 |
| -3 not applicable | 3 |
| -2 no answer | 4 |
| -1 don't know | 5 |
| 1 none at all | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 Ganz fräi |
| 6 | 88 NSP |
| 7 | 99 Keng Äntwert |
| 8 |  |
| 9 | Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original |
| 10 a great deal | language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values |
| Respondents with code 1 on v87 should have been asked v88 ${ }^{(N=3 \text { ) }}$ | may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. |

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545


```
V90 - job needed to develop talents (Q17A )
Q. }1
<Ask all; show card 17>
Do you agree or disagree with the following statements?
Q.17A To fully develop your talents, you need to have a job
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 \text { disagree}
5 \text { disagree strongly}
```

```
CARD 17
```

CARD 17
1- Agree strongly
1- Agree strongly
2- Agree
2- Agree
3- Neither agree nor disagree
3- Neither agree nor disagree
4- Disagree
4- Disagree
5- Disagree strongly

```
5- Disagree strongly
```

```
job needed to develop talents
(Q17A )
Q. }1
<A POSER A TOUS
MONTRER CARTE 17>
Sid Dir mat folgende Sätz averstan oder nët?
Q.17A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
1 ganz averstan
éischter averstan
3 weder nach
4 éischter nët averstan
guer nët averstan
NSP
9 Keng Äntwert
```

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q17.

| A | fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun |
| :--- | :--- |
| B | et as erniddregend Suen ze kréien ouni schaffen ze brauchen |
| C | d'Leit déi nët schaffen gi liddereg |
| D | schaffen as eng Pflicht géigeniwer der Gesellschaft |
| E | d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen |
| F | d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit |

A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
B et as erniddregend Suen ze kréien ouni schaffen ze brauchen
Leit dei net schaffen gil liddereg

E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit

```
V91 - humiliating receiving money without working
Q. }1
<Ask all; show card 17>
Do you agree or disagree with the following statements?
Q.17B It is humiliating to receive money without having to work for it
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 disagree
 disagree strongly
```

```
CARD 17
```

CARD 17
1- Agree strongly
1- Agree strongly
2- Agree
2- Agree
3- Neither agree nor disagree
3- Neither agree nor disagree
4- Disagree
4- Disagree
5- Disagree strongly

```
5- Disagree strongly
```

(Q17B )
humiliating receiving money without working (Q17B)
Q. 17
<A POSER A TOUS
MONTRER CARTE 17>
Sid Dir mat folgende Sätz averstan oder nët?
Q.17B et as erniddregend Suen ze kréien ouni schaffen ze brauchen

1 ganz averstan
2 éischter averstan
3 weder nach
4 éischter nët averstan
5 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q17.

| A | fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun |
| :--- | :--- |
| B | et as erniddregend Suen ze kréien ouni schaffen ze brauchen |
| C | d'Leit déi nët schaffen gi liddereg |
| D | schaffen as eng Pflicht géigeniwer der Gesellschaft |
| E | d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen |
| F | d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit |

A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
B et as erniddregend Suen ze kréien ouni schaffen ze brauchen
Leit dei net schaffen gil liddereg

E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit

```
V92 - people turn lazy not working (Q17C )
Q. }1
<Ask all; show card 17>
Do you agree or disagree with the following statements?
Q.17C People who don _t work turn lazy
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 \text { disagree}
5 \text { disagree strongly}
```

people turn lazy not working

```
people turn lazy not working
Q17C )
Q17C )
Q. }1
Q. }1
<A POSER A TOUS
<A POSER A TOUS
MONTRER CARTE 17>
MONTRER CARTE 17>
Sid Dir mat folgende Sätz averstan oder nët?
Sid Dir mat folgende Sätz averstan oder nët?
Q.17C d'Leit déi nët schaffen gi liddereg
Q.17C d'Leit déi nët schaffen gi liddereg
1 ganz averstan
1 ganz averstan
éischter averstan
éischter averstan
3 weder nach
3 weder nach
4 éischter nët averstan
4 éischter nët averstan
guer nët averstan
guer nët averstan
NSP
NSP
9 Keng Äntwert
```

```
9 Keng Äntwert
```

```

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```

CARD 17
1- Agree strongly
2- Agree
3- Neither agree nor disagree
4- Disagree
5- Disagree strongly

```

Q17.
\begin{tabular}{ll} 
A & fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun \\
B & et as erniddregend Suen ze kréien ouni schaffen ze brauchen \\
C & d'Leit déi nët schaffen gi liddereg \\
D & schaffen as eng Pflicht géigeniwer der Gesellschaft \\
E & d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen \\
F & d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
\end{tabular}

A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
B et as erniddregend Suen ze kréien ouni schaffen ze brauchen
Leit dei net schaffen gil liddereg

E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
```

V93 - work is a duty towards society (Q17D )
Q. }1
<Ask all; show card 17>
Do you agree or disagree with the following statements?
Q.17D Work is a duty towards society
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 disagree
5 disagree strongly

```
```

CARD }1

```
CARD }1
1- Agree strongly
1- Agree strongly
2- Agree
2- Agree
3- Neither agree nor disagree
3- Neither agree nor disagree
4- Disagree
4- Disagree
5- Disagree strongly
```

5- Disagree strongly

```
work
Q. 17
<A POSER A TOUS
MONTRER CARTE 17>
Sid Dir mat folgende Sätz averstan oder nët?
Q.17D schaffen as eng Pflicht géigeniwer der Gesellschaft

1 ganz averstan
2 éischter averstan
3 weder nach
4 éischter nët averstan
5 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q17.
\begin{tabular}{ll} 
A & fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun \\
B & et as erniddregend Suen ze kréien ouni schaffen ze brauchen \\
C & d'Leit déi nët schaffen gi liddereg \\
D & schaffen as eng Pflicht géigeniwer der Gesellschaft \\
E & d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen \\
F & d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
\end{tabular}

A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
B et as erniddregend Suen ze kréien ouni schaffen ze brauchen
Leit dei net schaffen gil liddereg

E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
```

V94 - not having to work if you don't want to (Q17E )
Q. }1
<Ask all; show card 17>
Do you agree or disagree with the following statements?
Q.17E People should not have to work if they don _t want to
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 disagree
disagree strongly

```
not having to work if you don't want to (Q17E )
Q. 17
<A POSER A TOUS
MONTRER CARTE 17>
Sid Dir mat folgende Sätz averstan oder nët?
Q.17E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen

1 ganz averstan
éischter averstan
3 weder nach
4 éischter nët averstan
5 guer nët averstan
NSP
9 Keng Äntwert

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```

CARD 17
1- Agree strongly
2- Agree
3- Neither agree nor disagree
4- Disagree
5- Disagree strongly

```

Q17.
\begin{tabular}{ll} 
A & fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun \\
B & et as erniddregend Suen ze kréien ouni schaffen ze brauchen \\
C & d'Leit déi nët schaffen gi liddereg \\
D & schaffen as eng Pflicht géigeniwer der Gesellschaft \\
E & d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen \\
F & d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
\end{tabular}

A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
B et as erniddregend Suen ze kréien ouni schaffen ze brauchen
Leit dei net schaffen gil liddereg

E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
```

CARD 17

```
CARD 17
1- Agree strongly
1- Agree strongly
2- Agree
2- Agree
3- Neither agree nor disagree
3- Neither agree nor disagree
4- Disagree
4- Disagree
5- Disagree strongly
```

5- Disagree strongly

```

\section*{V95 - work always comes first (Q17F )}
Q. 17
<Ask all; show card 17>
Do you agree or disagree with the following statements?
Q.17F Work should always come first, even if it means less spare time
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 disagree
5 disagree strongly
work always comes first (Q17F )
Q. 17
<A POSER A TOUS
MONTRER CARTE 17>
Sid Dir mat folgende Sätz averstan oder nët?
Q.17F d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit

1 ganz averstan
2 éischter averstan
3 weder nach
4 éischter nët averstan
5 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q17.
\begin{tabular}{ll} 
A & fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun \\
B & et as erniddregend Suen ze kréien ouni schaffen ze brauchen \\
C & d'Leit déi nët schaffen gi liddereg \\
D & schaffen as eng Pflicht géigeniwer der Gesellschaft \\
E & d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen \\
F & d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
\end{tabular}

A fir seng Kapazitéiten voll ze entweckelen muss een eng Arbecht hun
B et as erniddregend Suen ze kréien ouni schaffen ze brauchen
Leit dei net schaffen gil liddereg

E d'Leit dierften nët forcéiert gin ze schaffen wann sie et nët wellen d'Arbecht misst ëmmer un éischter Plaz kommen, och wann dat manner Fräizäit bedeit
V96 - fair/unfair: quicker secretary is paid more (Q18)
Q. 18
Imagine two secretaries, of the same age, doing practically the same job. One finds out that the other
earns \(£ 30\) (Countries other than UK: Please use own currency ) a week more than she does. The
better paid secretary, however, is quicker, more efficient and more reliable at her job.
In your opinion is it fair or not fair that one secretary is paid more than the other?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 fair
2 unfair

2 unfair

\section*{fair/unfair: quicker secretary is paid more \\ (Q18 )}
Q. 18

Ech wéilt lech elo e Fall virstellen an lech froen wat Dir dovun halt.
Et geet em zwou Sekretärinnen déi de selwechten Alter hun a bal déi selwecht Arbecht machen. Eng vun den Sekretärinnen entdeckt dass hir Kollegin 5000 F de Mount méi verdingt wéi sie. Déi déi méi verdingt as och méi séier, méi efficace an et kann en hir méi vertrauen
Ärer Meenung no, as et richteg oder falsch dass eng vun desen Sekretärinnen besser bezuelt get ?

1 richteg
2 falsch
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline V97-follow instructions at work/must be convinced first (Q19) & follow instructions at work/must be convinced first (Q19) \\
\hline Q. 19 & Q. 19 \\
\hline <Show card 19> & <MONTRER CARTE 19> \\
\hline People have different ideas about following instruction at work. Some say that one should follow instructions of one's superiors even when one does not fully agree with them. Others say that one should follow one's superior's instructions only when one is convinced that they are right. Which of these two opinions do you agree with? & D'Leit hu verschidden Usichten wat d'Uweisungen op der Arbecht ugin. Déi eng soen dass een d'Uweisungen vun den Virgesetzten muss ausféieren, och wann een nët ganz averstan as. Déi aner soen dass een d'Uweisungen vun sengen Virgesetzen nëmmen dann ausféieren soll wann een iwerzeegt as dass dës Uweisungen berechtegt sin. Mat wéi enger vun dësen Aussoen sid Dir averstan? \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 et muss een d'Uweisungen ausféieren \\
\hline -3 not applicable & 2 et muss een vir d'éischt iwerzeegt sin \\
\hline -2 no answer & 3 dat hengt dovunner of \\
\hline -1 don't know & 8 NSP \\
\hline 1 should follow instructions & 9 Keng Äntwert \\
\hline 2 must be convinced first & \\
\hline 3 depends & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

CARD 19
A- Should follow instructions
B- Must be convinced first
C- Depends

\section*{Q19.}
- et muss een d'Uweisungen ausféieren
- et muss een vir d'éischt iwerzeegt sin
- dat hengt dovunner of

Q.20A When jobs are scarce, employers should give priority to British (Countries other than UK: please substitute your nationality! ) people over immigrants

\section*{-5 other missing}
-4 question not asked
-3 not applicable
-2 no answer
- 1 don't know

1 agree
2 disagree
3 neither
jobs are scarce: giving... (nation ) priority (Q20A)
Q. 20
<MONTRER CARTE 20>
Sid Dir averstan oder nët mat folgenden Aussoen?
Q.20A wann d'Arbechtsplazen rar sin, dann sollen d'Patron'en prioritär Lëtzebuerger astellen

1 averstan
2 nët averstan
3 weder nach
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q20}

A wann d'Arbechtsplazen rar sin, dann sollen d'Patron'en prioritär Lëtzebuerger astellen
B wann d'Arbechtsplazen rar sin, dann sollen d'Männer, prioritär virun den Fraen agestallt gin
D wann d'Arbechtsplazen rar gin, dann sollen éischter d'Awunner(résidents) agestallt gin ewéi Frontalier'en (Grënzgänger)
V99 - jobs are scarce: giving men priority (Q20B )
Q. 20
Do you agree or disagree with the following statements?
Q. \(20 B\) When jobs are scarce, men have more right to a job than women
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree
2 disagree
3 neither

\section*{jobs are scarce: giving men priority (Q20B ) \\ Q. 20 \\ <MONTRER CARTE 20> \\ Sid Dir averstan oder nët mat folgenden Aussoen?}
Q.20B wann d'Arbechtsplazen rar sin, dann sollen d'Männer, prioritär virun den Fraen agestallt gin

1 averstan
2 nët averstan
3 weder nach
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q20}

A wann d'Arbechtsplazen rar sin, dann sollen d'Patron'en prioritär Lëtzebuerger astellen
B wann d'Arbechtsplazen rar sin, dann sollen d'Männer, prioritär virun den Fraen agestallt gin
D wann d'Arbechtsplazen rar gin, dann sollen éischter d'Awunner(résidents) agestallt gin ewéi Frontalier'en (Grënzgänger)
\begin{tabular}{lll} 
O5 - jobs scarce: giving locals priority & (Q20C ) & jobs scarce: giving locals priority \\
See 05 LQ20C ) \\
& Note: \\
& See 05 LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline 05 _lu - jobs scarce: giving locals priority (Q20D _ LU ) & jobs scarce: giving locals priority (Q20D _ LU ) \\
\hline Q. 20 & Q. 20 \\
\hline Do you agree or disagree with the following statements? & <MONTRER CARTE 20> \\
\hline & Sid Dir averstan oder nët mat folgenden Aussoen? \\
\hline Q.20D LU When jobs are scarce, residents rather than cross-border commuters (Grenzgänger) should be employed. & Q.20.D wann d. Arbechtsplazen rar gin, dann sollen éischter d. Awunner (résidents) agestallt gin ewéi Frontalier . en (Grënzgänger) \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 averstan \\
\hline -3 not applicable & 2 nët averstan \\
\hline -2 no answer & 3 weder nach \\
\hline -1 don't know & 8 NSP \\
\hline 1 agree & 9 Keng Äntwert \\
\hline 2 disagree & \\
\hline 3 neither & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, \\
\hline Question not comparable to Master Questionnaire due to deviation in question content (giving priority to "residents over crossborder commuters" instead of "local people over people from other parts of the country"). & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{Q20}

\footnotetext{
A wann d'Arbechtsplazen rar sin, dann sollen d'Patron'en prioritär Lëtzebuerger astellen
B wann d'Arbechtsplazen rar sin, dann sollen d'Männer, prioritär virun den Fraen agestallt gin
D wann d'Arbechtsplazen rar gin, dann sollen éischter d'Awunner(résidents) agestallt gin ewéi Frontalier'en (Grënzgänger)
}

\section*{O6 - how often: think about meaning of life (Q20a )}
Q.20a
<Show card 20a>
How often, if at all, do you think about the meaning and purpose of life?
<Read out in reverse order for alternate contacts>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 often
2 sometimes
3 rarely
4 never
how often: think about meaning of life (Q20a)
Q.20a

Denkt Dir iwert de Sënn vum Liewen no ? Kennt lech dat ....

1 oft
2 heiansdo
3 selen
4 nie fir?
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries,

CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V100 - good and evil: clear/no clear guidelines (Q21)
Q. 21

\section*{<Show card 21>}

Here are two statements which people sometimes make when discussing good and evil. Which one comes closest to your own point of view?
A: There are absolutely clear guidelines about what is good and evil. These always apply to everyone whatever the circumstances

B: There can never be absolutely clear guidelines about what is good and evil. What is good and evil depends entirely upon the circumstances at the time.
-5 other missing
4 question not asked
-3 not applicable
-2 no answer
- 1 don't know
agree with statement A
2 agree with statement B
3 disagree with both

\section*{good and evil: clear/no clear guidelines \\ (Q21) \\ Q. 21 \\ <MONTRER CARTE 21>}

Op dëser Lëscht stin 2 Meenungen déi een heiansdo héiert wann d'Leit iwer Gudd a Schlecht schwätzen. Wéi eng entsprecht am bäschten Ärer Meenung?

1 et gin ganz kloer Richtlinnen fir ze wëssen wat gudd a schlecht as. Sie gëllen ëmmer an egal wéi engen Emstänn
2 et kennen nie ganz kloer Richtlinnen gin fir ze wëssen wat gudd a wat schlecht as. Dat hängt ganz vun den Emstänn of

3 weder mat der enger nach mat der aner averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q21.}

A et gin ganz kloer Richtlinnen fir ze wëssen wat gudd a schlecht as. Sie gëllen ëmmer an egal wéi engen Emstänn
B et kennen nie ganz kloer Richtlinnen gin fir ze wëssen wat gudd a wat schlecht as. Dat hängt ganz vun den Emstänn of.
\begin{tabular}{|c|c|}
\hline V101 - do you belong to a religious denomination (Q22) & do you belong to a religious denomination (Q22) \\
\hline Q. 22 & Q. 22 \\
\hline Do you belong to a religious denomination? & Fannt Dir dass Dir enger Relioun/engem reliéisen Grupp ugehéiert? \\
\hline <if "no" - go to Q.24a> & <Si Oui : aller à Q. 23 \\
\hline & Si non aller à Q. 24a> \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 Jo \\
\hline -3 not applicable & 2 NEE \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 1 yes & \\
\hline & \\
\hline
\end{tabular}
\begin{tabular}{ll} 
V102 - which religious denomination (Q23) & which religious denomination (Q23) \\
RELIGIOUS DENOMINATION - HARMONIZED VARIABLE & \begin{tabular}{l} 
Note: \\
Original variable see v102_LU
\end{tabular} \\
[Q.22 Do you belong to a religious denomination?] & \\
Q. 23 & \\
<Show card 23> & \\
Which one? \\
<NB: PRESENT cOUNTRY SPECIFIC LIST! RECODE INTO:> \\
\hline-5 & \\
-4 & questher missing not asked \\
-3 & not applicable \\
-2 & no answer \\
-1 & don't know \\
1 & Roman Catholic \\
2 & Protestant \\
3 & Free Church/ Non-Conformist/ Evangelical \\
4 & Jew \\
5 & Muslim \\
6 & Hindu \\
7 & Buddhist \\
8 & Orthodox \\
9 & other \\
Original Luxembourgish variable see v102 LU. & \\
\hline
\end{tabular}

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
\begin{tabular}{llll} 
CARD 23 & & \\
Denominations & COUNTRY & SPECIFIC & LIST \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V102 LU - LU: which religious denomination do you belong to (Q23) & LU: which religious denomination do you belong to (Q23) \\
\hline Q. 23 _ lu & Q. 23 _lu \\
\hline <Show card 23> & Wéi eng ? \\
\hline \multicolumn{2}{|l|}{Which one?} \\
\hline <NB: PRESENT COUNTRY SPECIFIC LIST! RECODE INTO:> & 1 Kathoulesch Relioun \\
\hline & 2 Anglikanesch Relioun \\
\hline -5 other missing & 3 Protestantesch Relioun \\
\hline -4 question not asked & 4 Judentum \\
\hline -3 not applicable & 5 Islam \\
\hline -2 no answer & 8 Orthodox Relioun \\
\hline -1 don't know & 9 Aner: (Préziséieren: ........................ ) \\
\hline 1 Catholique & 10 Bahaï \\
\hline 2 Anglicane & 11 Néo-apostolesch Relioun \\
\hline 3 Protestante & 12 Zeugen Jehovah \\
\hline 4 Juive & 77 Trefft nët zou \\
\hline 5 Musulmane & 88 NSP \\
\hline 8 Orthodoxe & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{9 Autre} \\
\hline 10 Bahaie & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 11 Neo-apostolique & language documentation was developed in cooperation between the participating countries, \\
\hline 12 Temoins de Jehovah & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and \\
\hline Original Luxembourgish variable with different answer categories. & translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
```

V103 - did you belong to a religious denomination (Q24a )
Q.24a
Were you ever a member of a religious denomination?
<Interviewer instruction: if respondent is currently a member, please ask: Were you ever a member of
another religious denomination?>
<if "no" - go to Q.25>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 yes
2 no
Different question format: question part "ever member of another religious denomination" dropped. Although no additional filter has been used in the field questionnaire, most of the respondents who are members of a religious denomination ( $\mathrm{V} 101=1$ ) have not been asked if they were ever member of a religious denomination.

```

\(\square\)
CARD 23
Denominations
COUNTRY
SPECIFIC
LIST
\begin{tabular}{|c|c|}
\hline V104 LU - LU: which religious denomination did you belong to (Q24b) & LU: which religious denomination did you belong to (Q24b) \\
\hline Q.24b_lu & Q.24b_lu \\
\hline <Show card 24> & Wéi eng ? \\
\hline Which one? & <NB: PRESENT COUNTRY SPECIFIC LIST! RECODE INTO:> \\
\hline \multicolumn{2}{|l|}{<NB: PRESENT COUNTRY SPECIFIC LIST! RECODE INTO:>} \\
\hline & 1 Kathoulesch Relioun \\
\hline -5 other missing & 2 Anglikanesch Relioun \\
\hline -4 question not asked & 3 Protestantesch Relioun \\
\hline -3 not applicable & 4 Judentum \\
\hline -2 no answer & 5 Islam \\
\hline -1 don't know & 8 Orthodox Relioun \\
\hline 1 Catholique & 9 Aner: (Préziséieren: ......................... ) \\
\hline 2 Anglicane & 10 Bahaï \\
\hline 3 Protestante & 11 Néo-apostolesch Relioun \\
\hline 4 Juive & 12 Zeugen Jehovah \\
\hline 5 Musulmane & 77 Trefft nët zou \\
\hline 8 Orthodoxe & 88 NSP \\
\hline 9 Autre & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{10 Bahaie} \\
\hline 11 Neo-apostolique & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 12 Temoins de Jehovah & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline \multirow[t]{2}{*}{Original Luxembourgish variable with different answer categories.} & may differ from country to country. For some countries missing values have been adopted and \\
\hline & translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V105 - how often attend religious services (Q25) & how often attend religious services (Q25) \\
\hline Q. 25 & Q. 25 \\
\hline <Show card 25> & <A TOUS \\
\hline Apart from weddings, funerals and christenings, about how often do you attend religious services these & MONTRER CARTE 25> \\
\hline days? & Ausser den Hochzäiten, Begriefnësser oder Kanddawen, wéi oft gid Dir an e reliésen Dengscht? \\
\hline -5 other missing & 1 méi wéi 1 Mol d'Woch \\
\hline -4 question not asked & 21 Mold 'Woch \\
\hline -3 not applicable & 31 Mol de Mount \\
\hline -2 no answer & 4 nëmme Krëschtdag oder Ouschteren \\
\hline -1 don't know & 5 fir aner reliéis Fester \\
\hline 1 more than once week & 61 Mol d 'Joer \\
\hline 2 once a week & 7 manner oft \\
\hline 3 once a month & 8 nie oder bal nie \\
\hline 4 Christmas/Easter day & 88 NSP \\
\hline 5 other specific holy days & 99 Keng Äntwert \\
\hline 6 once a year & \\
\hline 7 less often & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 8 never, practically never & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

\section*{CARD 25}

A- More than once a week
B- Once a week
C- Once a month
D- Christmas/Easter day
E- Other specific holy days
F- Once a year
G- Less often
H- Never, practically never
\begin{tabular}{|ll|}
\hline Q25. - Q26. \\
\hline & \\
A & méi wéi 1 Mol d'Woch \\
B & 1 Mol d'Woch \\
C & 1 Mol de Mount \\
D & nëmme Krëschtdag oder Ouschteren \\
E & fir aner reliéis Fester \\
F & 1 Mol d'Joer \\
G & manner oft \\
H & nie oder bal nie \\
\hline
\end{tabular}

A méi wéi 1 Mol d'Woch
B \(\quad 1 \mathrm{Mol}\) d'Woch
C \(\quad 1 \mathrm{Mol}\) de Mount
D nëmme Krëschtdag oder Ouschteren
E fir aner reliéis Fester
F \(\quad 1 \mathrm{Mol}\) d'Joer
G manner oft
H nie oder bal nie
\begin{tabular}{|c|c|}
\hline V106- how often attended religious services 12 years old (Q26) & how often attended religious services 12 years old (Q26) \\
\hline Q. 26 & Q. 26 \\
\hline <Show card 26> & <A TOUS \\
\hline Apart from weddings, funerals and christenings, about how often did you attend religious services when you were 12 years old? & \begin{tabular}{l}
MONTRER CARTE 26> \\
A wéi Dir 12 Joer al wart, wéi oft sid Dir do an e reliésen Dengscht gangen, ausser den Hochzäiten, Begriefnësser oder Kanddawen ?
\end{tabular} \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 méi wéi \(1 \mathrm{Mol} \mathrm{d}^{\prime}\) Woch \\
\hline -3 not applicable & 21 Mold 'Woch \\
\hline -2 no answer & 31 Mol de Mount \\
\hline -1 don't know & 4 nëmme Krëschtdag oder Ouschteren \\
\hline 1 more than once week & 5 fir aner reliéis Festers \\
\hline 2 once a week & 61 Mold doer \\
\hline 3 once a month & 7 manner oft \\
\hline 4 Christmas/ Easter day & 8 nie oder bal nie \\
\hline 5 other specific holy days & 88 NSP \\
\hline 6 once a year & 99 Keng Äntwert \\
\hline 7 less often & \\
\hline 8 never, practically never & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

CARD 26
A- More than once a week
B- Once a week
C- Once a month
D- Christmas/Easter day
E- Other specific holy days
F- Once a year
G- Less often
H- Never, practically never
\begin{tabular}{|ll|}
\hline Q25. - Q26. \\
\hline A & méi wéi 1 Mol d'Woch \\
B & 1 Mol d'Woch \\
C & 1 Mol de Mount \\
D & nëmme Krëschtdag oder Ouschteren \\
E & fir aner reliéis Fester \\
F & 1 Mol d'Joer \\
G & manner oft \\
H & nie oder bal nie \\
\hline
\end{tabular}

A méi wéi 1 Mol d'Woch
B \(\quad 1 \mathrm{Mol}\) d'Woch
C \(\quad 1 \mathrm{Mol}\) de Mount
D nëmme Krëschtdag oder Ouschteren
E fir aner reliéis Fester
F \(\quad 1 \mathrm{Mol}\) d'Joer
G manner oft
H nie oder bal nie
V107 - religious service important: birth (Q27A)
Q. 27
Do you personally think it is important to hold a religious service for any of the following events?
Q.27A Birth
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
Q. 27

Do you personally think it is important to hold a religious service for any of the following events?
-5 other missing
4 question not asked

2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V108 - religious service important: marriage (Q27B )
Q. 27
Do you personally think it is important to hold a religious service for any of the following events?
Q. 27 B Marriage
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
religious service important: marriage
(Q27B )
Q. 27

Mengt Dir dass eng reliéis Zérémonie néideg as fir dat eent oder anert vun de folgenden Evenementer?
Q.27B Hochzeit

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V109 - religious service important: death (Q27C )
Q. 27
Do you personally think it is important to hold a religious service for any of the following events?
Q.27C Death
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
religious service important: death (Q27C )
Q. 27

Mengt Dir dass eng reliéis Zérémonie néideg as fir dat eent oder anert vun de folgenden Evenementer?
Q.27C Stierwfall

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline V110-are you a religious person (Q28) & are you a religious person (Q28) \\
\hline Q. 28 & Q. 28 \\
\hline Independently of whether you go to church or not, would you say you are ... <Read out reversing order> & \begin{tabular}{l}
Onofhängeg dovun ob Dir elo praktizéiert oder nët, géif Dir soen dass Dir eng reliéis, nët reliéis Persoun oder en iwerzeechten Atheist sid? \\
< (Inverser l'ordre pour une interview sur deux ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 eng reliéis Persoun \\
\hline -3 not applicable & 2 nët reliés Persoun \\
\hline -2 no answer & 3 en iwerzeechten Atheist (ech sin iwerzeecht dass et keen Gott get) \\
\hline -1 don't know & 8 NSP \\
\hline 1 a religious person & 9 Keng Äntwert \\
\hline 2 not a religious person & \\
\hline 3 a convinced atheist & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
V111 - church answers to: moral problems (Q29A )
Q. 29
Generally speaking, do you think that your church is/the churches are giving, in your country, adequate
answers to ...
<Read out and code one answer for each>
<NB:For those belonging to a church or a religious community; ask YOUR church/ religious
community
For those not belonging to a church or religious community ask: THE churches>
Q. 29 A The moral problems and needs of the individual
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. nochur
Q. 29

Allgemeng gesin, mengt Dir dass zu Lëtzebuerg d'Kierch eng Äntwert brengt op.....
<A ceux qui appartiennent à une religion ou une communauté religieuse : demander "Är Kirch"
A ceux qui n'appartiennent pas à une religion ou une communauté religieuse : demander "d'Kirchen">
Q.29A d'Problemer an d'moralesch Besoin'en vun deem Eenzelnen

1 JO
2 NEE
8 NSP
9 Keng Äntwert

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V112 - church answers to: family life problems (Q29B )
Q. 29
Generally speaking, do you think that your church is/the churches are giving, in your country, adequate
answers to ...
<Read out and code one answer for each>
<NB:For those belonging to a church or a religious community; ask YOUR church/ religious
community
For those not belonging to a church or religious community ask: THE churches>
Q. \(29 B\) The problems of family life
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2 . no
church answers to: family life problems (Q29B )
Q. 29

Allgemeng gesin, mengt Dir dass zu Lëtzebuerg d'Kierch eng Äntwert brengt op.....
<A ceux qui appartiennent à une religion ou une communauté religieuse : demander "Är Kirch"
A ceux qui n'appartiennent pas à une religion ou une communauté religieuse : demander "d'Kirchen">
Q.29B d'Problemer déi sech am Familjenliewen stellen

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V113 - church answers to: spiritual needs (Q29C )
Q. 29
Generally speaking, do you think that your church is/the churches are giving, in your country, adequate
answers to ...
<Read out and code one answer for each>
<NB:For those belonging to a church or a religious community; ask YOUR church/ religious
community
For those not belonging to a church or religious community ask: THE churches>
Q.29C People's spiritual needs
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. nochur

Allgemeng gesin, mengt Dir dass zu Lëtzebuerg d'Kierch eng Äntwert brengt op.....
<A ceux qui appartiennent à une religion ou une communauté religieuse : demander "Är Kirch"
A ceux qui n'appartiennent pas à une religion ou une communauté religieuse : demander "d'Kirchen">
Q.29C d'spirituell Besoin'en vun deem EenzeInen

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V114 - church answers to: social problems (Q29D )
Q. 29
Generally speaking, do you think that your church is/the churches are giving, in your country, adequate
answers to ...
<Read out and code one answer for each>
<NB:For those belonging to a church or a religious community; ask YOUR church/ religious
community
For those not belonging to a church or religious community ask: THE churches>
Q.29D The social problems facing our country today
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
church answers to: social problems (Q29D )
Q. 29

Allgemeng gesin, mengt Dir dass zu Lëtzebuerg d'Kierch eng Äntwert brengt op.....
<A ceux qui appartiennent à une religion ou une communauté religieuse : demander "Är Kirch" A ceux qui n'appartiennent pas à une religion ou une communauté religieuse : demander "d'Kirchen">
Q.29D d'sozial Problemer déi et an eisem Land get

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V115 - do you believe in: God (Q30A)
Q. 30
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
Q.30A God
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
2. no
do you believe in: God (Q30A)
Q. 30

Gleewt Dir jo oder nee..
< (LIRE ET CODER UNE REPONSE POUR CHAQUE ITEM ) >
Q.30A U Gott

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V116 - do you believe in: life after death (Q30B )
Q. 30
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
Q.30B Life after death
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
do you believe in: life after death (Q30B )
Q. 30

Gleewt Dir jo oder nee.
< (LIRE ET CODER UNE REPONSE POUR CHAQUE ITEM ) >
Q.30B Un e Liewen nom Doud

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V117 - do you believe in: hell (Q30C )
Q. 30
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
Q. 30 C Hell
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
do you believe in: hell (Q30C
Q. 30

Gleewt Dir jo oder nee..
< (LIRE ET CODER UNE REPONSE POUR CHAQUE ITEM ) >
Q.30C Un d'Hell

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V118 - do you believe in: heaven (Q30D )
Q. 30
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
Q.30D Heaven
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
do you believe in: heaven Q30D )
Q. 30

Gleewt Dir jo oder nee..
< (LIRE ET CODER UNE REPONSE POUR CHAQUE ITEM ) >
Q.30D Un d'Paradis

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V119 - do you believe in: sin (Q30E )
Q. 30
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
Q.30E Sin
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
do you believe in: sin (Q30E )
Q. 30

Gleewt Dir jo oder nee.
< (LIRE ET CODER UNE REPONSE POUR CHAQUE ITEM ) >
Q.30E Un d'Sënn (Sünde)

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V120 - do you believe in: telepathy (Q30F )
Q. 30
Which, if any, of the following do you believe in?
<Read out and code one answer for each>
Q.30F Telepathy
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no
do you believe in: telepathy (Q30F )
Q. 30

Gleewt Dir jo oder nee..
< (LIRE ET CODER UNE REPONSE POUR CHAQUE ITEM ) >
Q.30F Un d'Telepathie

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
V121 - do you believe in: re-incarnation (Q31)
Q. 31
Do you believe in re-incarnation, that is, that we are born into this world again?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no
1 yes
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. yes
2. no

Do you believe in re-incarnation, that is, that we are born into this world again?
-5 other missing
no applicable
-

0 no
yes
1. yes
2. no
do you believe in: re-incarnation
(Q31)
Q. 31

Gleewt Dir un d'Wiedergeburt, dat heescht dass mir nach eng Kéier op dës Welt kommen?

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline O7-stick to religion-explore different religions (Q31a) & stick to religion-explore different religions (Q31a) \\
\hline Q.31a & Q.31a \\
\hline Which is the most important for you? & Wat as dat wichtegst fir lech? \\
\hline -5 other missing & 1 just un meng Relioun halen \\
\hline -4 question not asked & 2 \\
\hline -3 not applicable & 3 \\
\hline -2 no answer & 4 \\
\hline -1 don't know & 5 \\
\hline 1 to stick to a particular faith & 6 \\
\hline 2 & 7 \\
\hline 3 & 8 \\
\hline 4 & 9 \\
\hline 5 & 10 d. Léieren aus deenen verschidde Reliounen exploréieren \\
\hline 6 & 88 NSP \\
\hline 7 & 99 Keng Äntwert \\
\hline 8 & \\
\hline 9 & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 10 to explore teachings of different religious traditions & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
V122 - personal God vs. spirit or life force (Q32)
Q. 32
Q. 32
<Show card 32>
Which of these statements comes closest to your beliefs?
<Code one answer only>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 there is a personal God
2 there is some sort of spirit or life force
3 I don't really know what to think
4 I don't really think there is any sort of spirit, God or life force

\section*{CARD 32}

A- There is a personal God
B- There is some sort of spirit or life force
C- I don't really know what to think
D- I don't really think there is any sort of spirit, God or life force
personal God vs. spirit or life force (Q32 )
Q. 32
<MONTRER CARTE 32>
Wéi eng vun folgende Meenungen kennt am meeschten op dat eraus wat Dir gleewt?
< (Une seule réponse ) >

1 et get en perséinlechen Gott
2 et get eng Zort Geescht oder vital Kraft
3 ech wees nët esou richteg wat gleewen
4 ech mengen nët dass ët esou ëppes wéi e Geescht, e Gott oder eng vital Kraft get
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q32.}
- et get en perséinlechen Gott
- et get eng Zort Geescht oder vital Kraft
- ech wees nët esou richteg wat gleewen
- ech mengen nët dass ët esou ëppes wéi e Geescht, e Gott oder eng vital Kraft get
\begin{tabular}{|c|c|}
\hline V123-how important is God in your life (Q33) & how important is God in your life (Q33) \\
\hline Q. 33 & Q. 33 \\
\hline <Show card 33> & <MONTRER CARTE 33> \\
\hline And how important is God in your life? Please use this card to indicate - 10 means very important and 1 means not at all important. & An wéi engem Moos as Gott wichteg an Ärem Liewen ? Benotzt w.e.g des Kart wou 10 ganz wichteg as an 1 guer nët wichteg \\
\hline -5 other missing & 1 Guer nët wichteg \\
\hline -4 question not asked & 2 \\
\hline -3 not applicable & 3 \\
\hline -2 no answer & 4 \\
\hline -1 don't know & 5 \\
\hline 1 notat all & 6 \\
\hline 2 & 7 \\
\hline 3 & 8 \\
\hline 4 & 9 \\
\hline 5 & 10 Ganz wichteg \\
\hline 6 & 88 NSP \\
\hline 7 & 99 Keng Äntwert \\
\hline 8 & \\
\hline 9 & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 10 very & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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\(\square\)
CARD 33
\begin{tabular}{llllllllll}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & \begin{tabular}{r}
10 \\
Very
\end{tabular} \\
Not at all & & & & & &
\end{tabular}
\begin{tabular}{|lllllllll|}
\hline Q33. \\
\hline & & & & & & & & \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9
\end{tabular}\(\quad 10\)\begin{tabular}{l} 
Ganz wichteg
\end{tabular}
\begin{tabular}{|c|c|}
\hline V124-do you get comfort and strength from religion (Q34) & do you get comfort and strength from religion (Q34) \\
\hline Q. 34 & Q. 34 \\
\hline Do you find that you get comfort and strength from religion or not? & Hut Dir d'Gefill dass d'Relioun lech Kraft an Trouscht get? \\
\hline -5 other missing & 1 Jo \\
\hline -4 question not asked & 2 NEE \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{-1 don't know} \\
\hline 1 yes & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 no & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V125-do you take moments of prayer/meditation (Q35) & do you take moments of prayer/meditation (Q35) \\
\hline Q. 35 & Q. 35 \\
\hline Do you take some moments of prayer, meditation or contemplation or something like that? & Kennt et lech fir lech e Moment ze huelen fir ze bieden, ze meditéieren, fir Kontemplatioun asw. ? \\
\hline -5 other missing & 1 Jo \\
\hline -4 question not asked & 2 NEE \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 yes & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 no & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V126- how often do you pray to God outside religious services (Q36) & how often do you pray to God outside religious services (Q36) \\
\hline Q. 36 & Q. 36 \\
\hline <Show card 36> & Ausserhalb vun de reliéisen Dengschter, kennt et lech fir zu Gott ze bieden ? Kennt dat lech.. \\
\hline \multicolumn{2}{|l|}{How often do you pray to God outside of religious services? Would you say ....} \\
\hline & 1 All Dag \\
\hline -5 other missing & 2 Méi wéi 1 Mol d dWoch \\
\hline -4 question not asked & 31 Mold 'Woch \\
\hline -3 not applicable & 4 op d'manst 1 Mol de Mount \\
\hline -2 no answer & 5 e puer Mol d'Joer \\
\hline -1 don't know & 6 manner oft \\
\hline 1 every day & 7 nie fir \\
\hline 2 more than once a week & 8 NSP \\
\hline 3 once a week & 9 Keng Äntwert \\
\hline 4 at least once a month & \\
\hline 5 several times a year & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 6 less often & language documentation was developed in cooperation between the participating countries, \\
\hline 7 never & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\footnotetext{
CARD 36

A- Every day
B- More than once a week
C- Once a week
D- At least once a month
E- Several times a year
F- Less often
G- Never
}
V127 - do you have a lucky charm (Q37
Q. 37
Q. 37

Do you have a lucky charm such as a mascot or a talisman?
-5 other missing
4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 yes
2 no
do you have a lucky charm
(Q37 )
Q. 37

Hut Dir e Glecksbrénger wéi eng Maskottchen oder en Talismann ?

1 JO
2 NEE
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline V128 - do you believe that lucky charm protects (Q38) & do you believe that lucky charm protects (Q38) \\
\hline Q. 38 & Q. 38 \\
\hline <Show card 38> & <MONTRER CARTE 38> \\
\hline Do you believe that a lucky charm such as a mascot or a talisman can protect or help you? & Mengt Dir dass e Glécksbrénger wéi eng Maskottchen oder en Talismann lech schützen oder hëllefen kann? \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 Nee, bestëmmt nët \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 definitely not & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Jo, bestëmmt \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 definitely yes & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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V129 - politicians and God (Q39A)
<Show card 39>
How much do you agree or disagree with each of the following
Q.39A Politicians who do not believe in God are unfit for public office
-5 other missing
-3 not applicable
-2 no answer
d

2 agree
3 neither agree nor disagree
4 disagree
5 disagree strongly
politicians and God (Q39A)
Q. 39
<MONTRER CARTE 39>
Wéi wäit sid Dir mat folgenden Aussoen averstan oder nët?
Q.39A déi Politiker déi nët u Gott gleewen sin nët fir öffentlech Funktiounen gemacht

1 ganz averstan
2 éischter averstan
3 weder nachdisagree
4 éischter nët averstan
5 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A déi Politiker déi nët u Gott gleewen sin nët fir öffentlech Funktiounen gemacht
B déi reliéis Responsabel dierfen d'Leit nët bei de Walen beaflossen
C et wier besser fir Lëtzebuerg wann et méi Leit mat festen reliéisen Iwerzeegungen an den öffentlechen Funktiounen géif gin
D déi reliéis Responsabel dierfen d'Decisiounen vun der Regierung nët beaflossen
E eng Infirmière misst d'Recht hun fir d'Participatioun un enger legaler Ofdreiwung ze verweigeren aus reliéisen Grënn
```

V130 - religious leaders and influence votin
Q. }3
<Show card 39>
How much do you agree or disagree with each of the following:
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
neither agree nor disagree
4 disagree
5 disagree strongly

```

\section*{CARD 39}
```

1- Agree strongly
2- Agree
3- $\quad$ Neither agree nor disagree
4- Disagree
5- Disagree strongly

```
(Q39B )
Q.39B Religious leaders should not influence how people vote in elections
relig
Q. 39
<MONTRER CARTE 39>
Wéi wäit sid Dir mat folgenden Aussoen averstan oder nët?
Q.39B déi reliéis Responsabel dierfen d'Leit nët bei de Walen beaflossen
ganz averstan
2 éischter averstan
3 weder nachdisagree
4 éischter nët averstan
5 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A déi Politiker déi nët u Gott gleewen sin nët fir öffentlech Funktiounen gemacht
B déi reliéis Responsabel dierfen d'Leit nët bei de Walen beaflossen
C et wier besser fir Lëtzebuerg wann et méi Leit mat festen reliéisen Iwerzeegungen an den öffentlechen Funktiounen géif gin
D déi reliéis Responsabel dierfen d'Decisiounen vun der Regierung nët beaflossen
E eng Infirmière misst d'Recht hun fir d'Participatioun un enger legaler Ofdreiwung ze verweigeren aus reliéisen Grënn
V131 - religion and public office (Q39C )
Q. 39
<Show card 39>
How much do you agree or disagree with each of the following:
Q.39C It would be better for [Britain] if more people with strong religious beliefs held public office
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 disagree
5 disagree strongly
religion and public office (Q39C )
Q. 39
<MONTRER CARTE 39>
Wéi wäit sid Dir mat folgenden Aussoen averstan oder nët?
Q.39C Et wier besser fir Lëtzebuerg wann et méi Leit mat festen reliéisen Iwerzeegungen an den öffentlechen Funktiounen géif gin

1 ganz averstan
2 éischter averstan
3 weder nachdisagree
4 éischter nët averstan
guer nët averstan
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
```

CARD }3
1- Agree strongly
2- Agree
3- Neither agree nor disagree
4- Disagree
5- Disagree strongly

```

Q39.

A déi Politiker déi nët u Gott gleewen sin nët fir öffentlech Funktiounen gemacht
B déi reliéis Responsabel dierfen d'Leit nët bei de Walen beaflossen
C et wier besser fir Lëtzebuerg wann et méi Leit mat festen reliéisen Iwerzeegungen an den öffentlechen Funktiounen géif gin
D déi reliéis Responsabel dierfen d'Decisiounen vun der Regierung nët beaflossen
E eng Infirmière misst d'Recht hun fir d'Participatioun un enger legaler Ofdreiwung ze verweigeren aus reliéisen Grënn
\begin{tabular}{|c|c|}
\hline V132 - religious leaders and influence government decisions (Q39D) & religious leaders and influence government decisions (Q39D) \\
\hline Q. 39 & Q. 39 \\
\hline <Show card 39> & <MONTRER CARTE 39> \\
\hline How much do you agree or disagree with each of the following: & Wéi wäit sid Dir mat folgenden Aussoen averstan oder nët? \\
\hline Q.39D Religious leaders should not influence government decisions & Q.39D déi reliéis Responsabel dierfen d'Decisiounen vun der Regierung nët beaflossen \\
\hline -5 other missing & 1 ganz averstan \\
\hline -4 question not asked & 2 éischter averstan \\
\hline -3 not applicable & 3 weder nachdisagree \\
\hline -2 no answer & 4 éischter nët averstan \\
\hline -1 don't know & 5 guer nët averstan \\
\hline 1 agree strongly & 8 NSP \\
\hline 2 agree & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{3 neither agree nor disagree} \\
\hline 4 disagree & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 disagree strongly & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 39}

1- Agree strongly
2- Agree
3- Neither agree nor disagree
4- Disagree
5- Disagree strongly

A déi Politiker déi nët u Gott gleewen sin nët fir öffentlech Funktiounen gemacht
B déi reliéis Responsabel dierfen d'Leit nët bei de Walen beaflossen
C et wier besser fir Lëtzebuerg wann et méi Leit mat festen reliéisen Iwerzeegungen an den öffentlechen Funktiounen géif gin
D déi reliéis Responsabel dierfen d'Decisiounen vun der Regierung nët beaflossen
E eng Infirmière misst d'Recht hun fir d'Participatioun un enger legaler Ofdreiwung ze verweigeren aus reliéisen Grënn
O12 - nurse refusing abortion on religious grounds (Q39E )
Q. 39
<Show card 39>
How much do you agree or disagree with each of the following:
Q. \(39 E\) If a nurse were asked to help perform a legal abortion, she should be allowed to refuse on
religious grounds
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 neither agree nor disagree
4 disagree
5 disagree strongly
nurse refusing abortion on religious ground
(Q39E )
Q. 39
<MONTRER CARTE 39>
Wéi wäit sid Dir mat folgenden Aussoen averstan oder nët?
Q.39E eng Infirmière misst d'Recht hun fir d'Participatioun un enger legaler Ofdreiwung ze verweigeren aus reliéisen Grënn

1 ganz averstan
2 éischter averstan
3 weder nachdisagree
4 éischter nët averstan
5 guer nët averstan
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
```

CARD }3
1- Agree strongly
2- Agree
3- Neither agree nor disagree
4- Disagree
5- Disagree strongly

```

Q39.

A déi Politiker déi nët u Gott gleewen sin nët fir öffentlech Funktiounen gemacht
B déi reliéis Responsabel dierfen d'Leit nët bei de Walen beaflossen
C et wier besser fir Lëtzebuerg wann et méi Leit mat festen reliéisen Iwerzeegungen an den öffentlechen Funktiounen géif gin
D déi reliéis Responsabel dierfen d'Decisiounen vun der Regierung nët beaflossen
E eng Infirmière misst d'Recht hun fir d'Participatioun un enger legaler Ofdreiwung ze verweigeren aus reliéisen Grënn

\begin{tabular}{|c|c|}
\hline V133-important in marriage: faithfulness (Q40A) & important in marriage: faithfulness (Q40A) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline \begin{tabular}{l}
Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important or not very important for a successful marriage? \\
<Read out each item>
\end{tabular} & \begin{tabular}{l}
MONTRER CARTE 40> \\
Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter wichteg oder éischter nët wichteg as. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.40A Faithfulness} \\
\hline & Q.40A Trei sin \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V134-important in marriage: adequate income (Q40B) & important in marriage: adequate income (Q40B ) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline \begin{tabular}{l}
Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important or not very important for a successful marriage? \\
<Read out each item>
\end{tabular} & \begin{tabular}{l}
MONTRER CARTE 40> \\
Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter wichteg oder éischter nët wichteg as. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.40B An adequate income} \\
\hline & Q.40B eng anstänneg Pei \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V135-important in marriage: same social background (Q40C ) & important in marriage: same social background (Q40C ) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline \begin{tabular}{l}
Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important or not very important for a successful marriage? \\
<Read out each item>
\end{tabular} & \begin{tabular}{l}
MONTRER CARTE 40> \\
Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter wichteg oder éischter nët wichteg as. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.40C Being of the same social background} \\
\hline & Q.40C dem selwechten sozialen Milieu ugehéieren \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës


\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V137-important in marriage: shared religious beliefs (Q40E ) & important in marriage: shared religious beliefs (Q40E ) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q.40E Shared religious beliefs} \\
\hline & Q.40E déi selwecht reliéis Iwerzeegungen hun \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V138-important in marriage: good housing (Q40F) & important in marriage: good housing (Q40F) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < (Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q.40F Good housing} \\
\hline & Q.40F gudd Wunnkonditiounen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V139-important in marriage: agreement on politics (Q40G) & important in marriage: agreement on politics (Q40G ) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < (Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q.40G Agreement on politics} \\
\hline & Q.40G averstan sin iwer d'politesch Froen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
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\end{tabular}

\section*{CARD 40}

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C- Being of the same social background
D- Mutual respect and appreciation
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F- Good housing
G- Agreement on politics
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N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
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G averstan sin iwer d'politesch Froen
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I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V140-important in marriage: understanding+tolerance (Q40H) & important in marriage: understanding+tolerance ( Q 40 H ) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline \begin{tabular}{l}
Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important or not very important for a successful marriage? \\
<Read out each item>
\end{tabular} & \begin{tabular}{l}
MONTRER CARTE 40> \\
Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter wichteg oder éischter nët wichteg as. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.40H Understanding and tolerance} \\
\hline & Q.40H Verständnëss an Toleranz \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
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\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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\end{tabular}

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C- Being of the same social background
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E- Shared religious beliefs
F- Good housing
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H- Understanding and tolerance
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O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
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J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
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M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V141-important in marriage: live apart from in-laws (Q401) & important in marriage: live apart from in-laws (Q401) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline \begin{tabular}{l}
Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important or not very important for a successful marriage? \\
<Read out each item>
\end{tabular} & \begin{tabular}{l}
MONTRER CARTE 40> \\
Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter wichteg oder éischter nët wichteg as. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q. 401 Living apart from your in-laws} \\
\hline & Q.401 onofhängeg vun de Schwéierelteren liewen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
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\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
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I onofhängeg vun de Schwéierelteren liewen
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M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V142-important in marriage: happy sexual relationship (Q40J) & important in marriage: happy sexual relationship (Q40J) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < (Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q.40J Happy sexual relationship} \\
\hline & Q.40J sech gudd verstoen um sexuelle Plang \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
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\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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E- Shared religious beliefs
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I- Living apart from your in-laws
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N- Spending as much time together as possible
O- Talking a lot about mutual interests

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\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
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E déi selwecht reliéis Iwerzeegungen hun
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J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V143-important in marriage: share household chores (Q40K) & important in marriage: share household chores (Q40K) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < (Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q.40K Sharing household chores} \\
\hline & Q.40K d'Haushaltsarbechten deelen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
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N- Spending as much time together as possible
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\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
J & sech gudd verstoen um sexuelle Plang \\
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L & Kanner kréien \\
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Q & dei selwechte national Origin/Hierkonft hun \\
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\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
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O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V144-important in marriage: children (Q40L) & important in marriage: children (Q40L) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline \begin{tabular}{l}
Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important or not very important for a successful marriage? \\
<Read out each item>
\end{tabular} & \begin{tabular}{l}
MONTRER CARTE 40> \\
Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter wichteg oder éischter nët wichteg as. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.40L Children} \\
\hline & Q.40L Kanner kréien \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
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H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
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K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
F gudd Wunnkonditiounen
G averstan sin iwer d'politesch Froen
H Verständnëss an Toleranz
I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës


\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
I- Living apart from your in-laws
J- Happy sexual relationship
K- Sharing household chores
L- Children
M- Being willing to discuss the problems that come up between husband and wife
N- Spending as much time together as possible
O- Talking a lot about mutual interests

\section*{Q40.}
\begin{tabular}{ll} 
A & Trei sin \\
B & eng anstänneg Pei \\
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N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës


\section*{CARD 40}

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A & Trei sin \\
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C & den selwechten sozialen Milieu ugehéieren \\
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O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
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\end{tabular}
B eng anstänneg Pei
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D sech géigesäiteg respektéieren an appréciéieren
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N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline V147-important in marriage: talking about mutual interests (Q400 ) & important in marriage: talking about mutual interests (Q400) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q. 400 Talking a lot about mutual interests} \\
\hline & Q. 400 vill schwätzen iwer gemeinsam Interessen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
F- Good housing
G- Agreement on politics
H- Understanding and tolerance
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C & den selwechten sozialen Milieu ugehéieren \\
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O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
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D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
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M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
\begin{tabular}{|c|c|}
\hline O16-important in marriage: same ethnic background (Q40P ) & important in marriage: same ethnic background (Q40P ) \\
\hline Q. 40 & Q. 40 \\
\hline <Show card 40> & <FIR ALL PERSOUN \\
\hline Here is a list of things which some people think make for a successful marriage. Please tell me, for each & MONTRER CARTE 40> \\
\hline one, whether you think it is very important, rather important or not very important for a successful & Hei as elo eng Lëscht vun Konditiounen vun denen een seet dass se zum Succès vu engem \\
\hline marriage? & Bestietnëss bäidroen. Sot mir w.e.g. fir all Konditioun op Dir mengt dass se ganz wichteg, éischter \\
\hline <Read out each item> & wichteg oder éischter nët wichteg as. \\
\hline & < (Une réponse par ligne) > \\
\hline \multicolumn{2}{|l|}{Q.40P Same ethnic background} \\
\hline & Q.40Q dei selwechte national Origin / Hierounft hun \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 ganz wichteg \\
\hline -3 not applicable & 2 éischter wichteg \\
\hline -2 no answer & 3 éischter nët wichteg \\
\hline -1 don't know & 8 NSP \\
\hline 1 very important & 9 Keng Äntwert \\
\hline 2 rather important & \\
\hline 3 not important & Note: \\
\hline & In Luxembourg the term "same national origin" was used instead of "ethnic origin". \\
\hline & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 40}

A- Faithfulness
B- An adequate income
C- Being of the same social background
D- Mutual respect and appreciation
E- Shared religious beliefs
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A & Trei sin \\
B & eng anstänneg Pei \\
C & den selwechten sozialen Milieu ugehéieren \\
D & sech géigesä̈teg respektéeren an appréciéieren \\
E & déi selwecht reliéis Iwerzeegungen hun \\
F & gudd Wunnkonditiounen \\
G & averstan sin iwer d'politesch Froen \\
H & Verständnëss an Toleranz \\
I & onofhängeg vun de Schwéierelteren liewen \\
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K & d'Haushaltsarbechten deelen \\
L & Kanner kréien \\
M & probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin \\
N & esou vill wéi méiglech Zäit mateneen verbrengen \\
O & vill schwätzen iwer gemeinsam Interessen \\
Q & dei selwechte national Origin/Hierkonft hun \\
R & eng Zäit zesummen liewen virum Bestiednës
\end{tabular}
B eng anstänneg Pei
C den selwechten sozialen Milieu ugehéieren
D sech géigesäiteg respektéieren an appréciéieren
E déi selwecht reliéis Iwerzeegungen hun
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I onofhängeg vun de Schwéierelteren liewen
J sech gudd verstoen um sexuelle Plang
K d'Haushaltsarbechten deelen
L Kanner kréien
M probéieren iwer Problemer ze schwätzen déi et zwëschen Mann a Fra gin
N esou vill wéi méiglech Zäit mateneen verbrengen
O vill schwätzen iwer gemeinsam Interessen
Q dei selwechte national Origin/Hierkonft hun
R eng Zäit zesummen liewen virum Bestiednës
V148 - children need both parents to grow up happily (Q41)
Q. 41
If someone says a child needs a home with both a father and a mother to grow up happily, would you
tend to agree or disagree?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 tend to agree
2 tend to disagree

2 tend to disagree
children need both parents to grow up happily
(Q41)
Q. 41

Wann Dir en héiert soen "fir dass e Kand an enger glécklecher Atmosphère opwiest, brauch et souwuel et Papp wéi och eng Mamm". Sid Dir domat ...

1 éischter averstan
éischter nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline V149 - women need children in order to be fulfilled (Q42) & women need children in order to be fulfilled (Q42) \\
\hline Q. 42 & Q. 42 \\
\hline Do you think that a woman has to have children in order to be fulfilled or is this not necessary? & Meng Dir dass eng Fra Kanner brauch fir sech ze entfaalen oder as dat nët néideg? \\
\hline -5 other missing & 1 brauch Kanner \\
\hline -4 question not asked & 2 as nët néideg \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 needs children & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 not necessary & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V150-marriage is outdated (Q43) & marriage is outdated (Q43) \\
\hline Q. 43 & Q. 43 \\
\hline Do you agree or disagree with the following statement? & Sid Dir mat folgender Meenung averstan? \\
\hline <Read out> & "D'Bestiednëss as eng Institutioun déi iwerholl as"? \\
\hline \multicolumn{2}{|l|}{Marriage is an outdated institution} \\
\hline & 1 averstan \\
\hline -5 other missing & 2 nët averstan \\
\hline -4 question not asked & 8 NSP \\
\hline -3 not applicable & 9 Keng Äntwert \\
\hline -2 no answer & \\
\hline -1 don't know & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 1 agree & language documentation was developed in cooperation between the participating countries, \\
\hline 2 disagree & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V151 - woman single parent, no stable relationship with man (Q44) & woman single parent, no stable relationship with man (Q44) \\
\hline Q. 44 & Q. 44 \\
\hline If a woman wants to have a child as a single parent, but she doesn't want to have a stable relationship with a man, do you approve or disapprove? & Wann eng Fra wellt e Kand kréien a leedeg (Jonggesellin) bleiwen, dat heescht dass sie nët wëllt permanent mat engem Mann liewen, fannt Dir dat an der Rei oder nët? \\
\hline -5 other missing & 1 fënnt dat an der Rei \\
\hline -4 question not asked & 2 fënnt dat nët an der Rei \\
\hline -3 not applicable & 3 hängt dovun of \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline 1 approve & \\
\hline 2 disapprove & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 depends & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
```

V152 - men need children in order to be fulfilled
Q. }4
<Show card 45>
Q.45A A man has to have children in order to be fulfilled
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
agree strongly
2 agree
3 neither agree nor disagree
4 disagree
disagree strongly

| CARD 45 |  |
| :--- | :--- |
| 1- | Strongly agree |
| 2- | Agree |
| 3- | Neither agree nor disagree |
| 4- | Disagree |
| $5-$ | Strongly disagree |

```
How would you feel about the following statements? Do you agree or disagree with them?
me
<MONTRER CARTE 45>
An wéi engem Moos sid Dir averstan mat folgenden Aussoen?
Q.45A E Mann brauch Kanner fir sech ze entfalen

1 ganz averstan
2 éischter averstan
3 weder nach
4 éischter nët averstan
5 guer nët averstan
8 NSP
9 Keng Äntwert

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\section*{Q45.}

\section*{A E Mann brauch Kanner fir sech ze entfalen \\ B D'Bestiednëss oder eng stabil an dauerhaft Relatioun as néideg fir glécklech ze sin}

V154 - working mother warm relationship with children (Q46A )
Q. 46
<Show card 46>

People talk about the changing roles of men and women today. For each of the following statements I read out, can you tell me how much you agree with each. Please use the responses on this card.
Q.46A A working mother can establish just as warm and secure a relationship with her children as a mother who does not work
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree
working mother warm relationship with children (Q46A )
Q. 46
<MONTRER CARTE 46>
<MONTRER CARTE 46>
Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

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\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V155 - pre-school child suffers with working mother (Q46B)
Q. 46
<Show card 46>
People talk about the changing roles of men and women today. For each of the following statements I
read out, can you tell me how much you agree with each. Please use the responses on this card.
Q.46B A pre-school child is likely to suffer if his or her mother works
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree

4 strongly disagree

\section*{pre-school child suffers with working mothe \\ (Q46B ) \\ Q. 46 \\ <MONTRER CARTE 46>}

Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V156 - women really want home and children (Q46C )
Q. 46
<Show card 46>
People talk about the changing roles of men and women today. For each of the foll
read out, can you tell me how much you agree with each. Please use the respons
Q.46C A job is alright but what most women really want is a home and children
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree
women really want home and children (Q46C )
Q. 46
<MONTRER CARTE 46>
Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V157 - being housewife as fulfilling as paid job (Q46D )
Q. 46
<Show card 46>

\section*{<Show card 46>}

People talk about the changing roles of men and women today. For each of the following statements I read out, can you tell me how much you agree with each. Please use the responses on this card
Q.46D Being a housewife is just as fulfilling as working for pay

5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree

\section*{being housewife as fulfilling as paid job (Q46D) \\ Q. 46 \\ <MONTRER CARTE 46>}

Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V158 - job best way for women to be independent (Q46E )
Q. 46
<Show card 46>
<Show card 46>
People talk about the changing roles of men and women today. For each of the following statements I read out, can you tell me how much you agree with each. Please use the responses on this card.
Q.46E Having a job is the best way for a woman to be an independent person

5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree

\section*{job best way for women to be independent (Q46E ) \\ Q. 46 \\ <MONTRER CARTE 46>}

Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46E eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V159 - husband+wife contribute to household income (Q46F )
Q. 46
<Show card 46>
People talk about the changing roles of men and women today. For each of the following statements I
read out, can you tell me how much you agree with each. Please use the responses on this card.
Q.46F Both the husband and wife should contribute to household income
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree
Q. 46
<Show card 46>
People talk about the changing roles of men and women today. For each of the following statements I read out, can you tell me how much you agree with each. Please use the responses on this card
Q.46F Both the husband and wife should contribute to household income
-5 other missing
-4 question not asked
not applicable
-1 don't know
1 strongly agree

3 disagree
4 strongly disagree
husband+wife contribute to household income (Q46F)
Q. 46

\section*{<MONTRER CARTE 46>}

Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V160 - fathers as well suited to look after children as mothers (Q46G)
Q. 46
<Show card 46>
People talk about the changing roles of men and women today. For each of the following statements I
read out, can you tell me how much you agree with each. Please use the responses on this card.
Q.46G In general, fathers are as well suited to look after their children as mothers
-5 other missing
-4
question not asked
-3
not applicable
-2 no answer \(\quad\)\begin{tabular}{ll}
-1 & don't know \\
1 & strongly agree \\
2 & agree \\
3 & disagree \\
4 & strongly disagree
\end{tabular}

4 strongly disagree

\section*{fathers as well suited to look after children as mothers \\ (Q46G ) \\ Q. 46}
<MONTRER CARTE 46>
Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen
V161 - men less able to handle emotions in relationships than women (Q46H)
Q. 46
<Show card 46>
People talk about the changing roles of men and women today. For each of the following statements I
read out, can you tell me how much you agree with each. Please use the responses on this card.
Q.46H Men are less able to handle emotions in relationships than women
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 strongly agree
2 agree
3 disagree
4 strongly disagree
men less able to handle emotions in relationships than women (Q46H)
Q. 46

\section*{<MONTRER CARTE 46>}

Et héiert en vun Ännerungen fun de Rollen vun Mann a Fra schwätzen. Fir all Meenung déi ech lech elo liesen, sot mir w.e.g. wéi wäit Dir averstan sid : ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan.
Q.46H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 46}

1- Strongly agree
2- Agree
3- Disagree
4- \(\quad\) Strongly disagree

\section*{Q46.}

A eng Mamm déi schafft kann mat hiren Kanner genau esou härzlech an beschützend Relatiounen hun wéi eng Mamm déi nët schafft
B e Kand dat nach nët den Alter huet fir an d'Schoul ze goen riskéiert ze leiden wa seng Mamm schafft
C eng Arbecht ze hun as gudd mee wat déi meeschte Fraen wierklech wellen as e Stoot an e Kand
D Hausfra ze sin get genee esou vill Zefriddenheet ewéi eng bezuelten Arbecht
E Eng Arbecht ze hun as déi bäschte Méiglechkeet fir eng Fra fir onofhängeg ze sin
F de Mann an d'Fra mussen allenzwee zum Akommes vum Stot bäidroen
G Allgemeng gesin, sin d'Pappen genau esou kapabel ewéi d'Mammen fir sech em hir Kanner ze kemmeren
H d'Männer brengen et manner ewéi d'Fraen färdeg fir den emotionnellen Situatiounen standzehalen

\section*{V162 - love and respect parents always/earned (Q47) \\ Q. 47 \\ <Show card 47>}

Which of these two statements do you tend to agree with?
<Code one answer only>
A: Regardless of what the qualities and faults of ones parents are, one must always love and respect them;

B: One does not have the duty to respect and love parents who have not earned it by their behaviour and attitudes
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
- 1 don't know

1 tend to agree with statement A
2 tend to agree with statement B

\section*{CARD 47}

A- Regardless of what the qualities and faults of ones parents are, one must always love and respect them

B- One does not have the duty to respect and love parents who have not earned it by their behaviour and attitudes
love and respect parents always/earned (Q47
Q. 47
<MONTRER CARTE 47>
Mat wéi enger vun folgenden zwou Meenungen sid Dir am meeschten averstan?
< (Une seule réponse ) >

1 egal wat d'Kalitéiten an d'Feeler vun sengen Elteren sin, et muss en se emmer gär hun a respektéieren
2 et huet en nët d'Pflicht fir seng Elteren gär ze hun an ze respektéieren wann sie et duerch hirt Behuelen an hir Astellung nët verdengt hun

8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q47.}
- egal wat d'Kalitéiten an d'Feeler vun sengen Elteren sin, et muss en se emmer gär hun a respektéieren
- et huet en nët d'Pflicht fir seng Elteren gär ze hun an ze respektéieren wann sie et duerch hirt Behuelen an hir Astellung nët verdengt hun
V163 - parents responsibilities to their children at expense of/not sacrifice own well-being (Q48)
Q. 48

\section*{<Show card 48>}

Which of the following statements best describes your views about parents' responsibilities to their children?
<Code one only>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 parents' duty is to do their best for their children even at the expense of their own well-being
2 parents have a life of their own and should not be asked to sacrifice their own well-being for the sake of their children

\section*{3 neither}

\section*{CARD 48}

A- Parents' duty is to do their best for their children even at het expense of their own well-being

B- Parents have a life of their own and should not be asked to sacrifice their own wellbeing for the sake of their children
parents responsibilities to their children at expense of/not sacrifice own well-being
Q. 48
<MONTRER CARTE 48>
Wéi eng vun folgenden zwou Meenungen entsprecht am meeschten Ärer Meenung wat d'Verantwortung vun den Elteren vis-à-vis vun hire Kanner ugeet?
<UNE SEULE REPONSE>

1 d'Pflicht vun den Elteren as et fir hirt Bäscht ze gin fir hir Kanner, och wann dat op Käschten vun hirem egenen Wuelbefannen geet
2 d'Elteren hun hirt eegent Liewen an et soll een sie nët froen fir hirt egent Wuelbefannen dropzemachen zu Gonschten vun hire Kanner
3 weder nach
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q48.}
- d'Pflicht vun den Elteren as et fir hirt Bäscht ze gin fir hir Kanner, och wann dat op Käschten vun hirem egenen Wuelbefannen geet
- d'Elteren hun hirt eegent Liewen an et soll een sie nët froen fir hirt egent Wuelbefannen dropzemachen zu Gonschten vun hire Kanner
\begin{tabular}{|c|c|}
\hline V164 - learn children at home: good manners (Q49A) & learn children at home: good manners (Q49A ) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49A Good manners & Q.49A gudd Manéieren \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables ( 1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V165-learn children at home: independence (Q49B) & learn children at home: independence (Q49B) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49B Independence & Q.49B Onofhängegkeet \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V166-learn children at home: hard work (Q49C ) & learn children at home: hard work (Q49C ) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49C Hard work & Q.49C Fläissegkeet \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline Please see flag variable f174 which indicates inconsistencies for variables v164 to v174. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V167-learn children at home: feeling of responsibility (Q49D) & learn children at home: feeling of responsibility (Q49D) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49D Feeling of responsibility & Q.49D Verantwortungssënn \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V168 - learn children at home: imagination (Q49E ) & learn children at home: imagination (Q49E ) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles ) > \\
\hline Q.49E Imagination & Q.49E Phantasie, Imaginatioun \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V169-learn children at home: tolerance+respect (Q49F ) & learn children at home: tolerance+respect (Q49F) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49F Tolerance and respect for other people & Q.49F Toleranz a Respekt fir déi aner \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V170 - learn children at home: thrift (Q49G ) & learn children at home: thrift (Q49G) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles ) > \\
\hline Q.49G Thrift, saving money and things & Q.49G Spuersamkeet, Suen a Sachen nët verschwënden \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V171 - learn children at home: determination, perseverance (Q49H ) & learn children at home: determination, perseverance (Q49H) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles ) > \\
\hline Q.49H Determination, perseverance & Q.49H Entscheedung, Wëllen, Ausdauer \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V172 - learn children at home: religious faith (Q491) & learn children at home: religious faith (Q49I) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.491 Religious faith & Q. 491 de reliéisen Glawen \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables ( 1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
\begin{tabular}{|c|c|}
\hline V173-learn children at home: unselfishness (Q49J) & learn children at home: unselfishness (Q49J ) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49J Unselfishness & Q.49J Generositéit \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables (1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}

\section*{f174 - flag variable: learn children at home (Q49)}

Flag variable:
Indicates inconsistencies for the variables v164 to v174

If respondent named more than the allowed 5 qualities.
if v 164 to \(\mathrm{v} 174=1>5\) then \(\mathrm{f} 174=1\)

0 Limitation followed
1 Limitation ignored

Note:
For detailed information, see EVS 1999 national variable report.
flag variable: learn children at home
(Q49 )
Flag variable:
Indicates inconsistencies for the variables v164 to v174

If respondent named more than the allowed 5 qualities.
if v164 to \(v 174=1>5\) then f174=1

0 Limitation followed
1 Limitation ignored
\begin{tabular}{|c|c|}
\hline V174 - learn children at home: obedience (Q49K) & learn children at home: obedience (Q49K) \\
\hline Q. 49 & Q. 49 \\
\hline <Show card 49> & <MONTRER CARTE 49> \\
\hline Here is a list of qualities which children can be encouraged to learn at home. Which, if any, do you consider to be especially important? Please choose up to five? & Hei as eng Lescht vun Kalitéiten déi d'Elteren versichen kennen bei hire Kanner ze encouragéieren. Kennt Dir mir w.e.g. déi soen déi Dir besonnesch wichteg fand? \\
\hline <Code five only> & < (Demandez les cinq plus importantes. Cinq réponses possibles) > \\
\hline Q.49K Obedience & Q.49K Gehorsam \\
\hline -5 other missing & 0 net zitéiert \\
\hline -4 question not asked & 1 wichteg \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 0 not mentioned & \\
\hline 1 important & \\
\hline Note: & \\
\hline Multiple response questions are split into a set of dichotomized variables ( 1 important, 0 not mentioned ) which represent each of the original categories and are identified by the respective original category code as question number suffix. & \\
\hline The questionnaire contains two additional subquestions: 'I don't know' (v175) and 'No answer' (v176 ) . They were recoded to -1 and -2 for each item of the question battery. & \\
\hline
\end{tabular}

\section*{CARD 49}

A- Good manners
B- Independence
C- Hard work
D- Feeling of responsibility
E- Imagination
F- Tolerance and respect for other people
G- Thrift, saving money and things
H- Determination, perseverance
I- Religious faith
J- Unselfishness
K- Obedience
\begin{tabular}{|ll|}
\hline Q49. & \\
\hline A & gudd Manéieren \\
B & Onofhängegkeet \\
C & Fläissegkeet \\
D & Verantwortungssënn \\
E & Phantasie, Imaginatioun \\
F & Toleranz a Respekt fir déi aner \\
G & Spuersamkeet, Suen a Sachen nët verschwënden \\
H & Entscheedung, Wëllen, Ausdauer \\
I & de reliésen Glawen \\
J & Generositéit \\
K & Gehorsam
\end{tabular}
V177 - abortion if woman not married (Q50A )
Q. 50
<Show card 50>
Do you approve or disapprove of abortion under the following circumstances?
Q.50A Where the woman is not married
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 disapprove
1 approve
Response categories documented according to dataset. In Master Questionnaire response categories
are:
1. approve
2. disapprove
1. approve
2. disapprove

\section*{abortion if woman not married (Q50A ) \\ Q. 50 \\ <MONTRER CARTE 50>}

Approuvéiert Dir oder nët d'Ofdreiwung ënner folgenden Emstänn?
< (Enumérer. Une réponse par ligne) .>
Q.50A Wann d'Fra nët bestuet as

1 averstan
2 nët averstan
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 50}

A- Where the woman is not married

B- Where a married couple does not want to have any more children

Q50.

A Wann d'Fra nët bestuet as
B Wann eng bestueten Koppel keng Kanner méi wellt
C Wann D'Fra an enger schwiereger sozialer oder finanzieller Situatioun as
D Wann d'Schwangerschaft riskéiert d'Liewen vun der Fra a Gefor ze brengen
E Wann d'Kand riskéiert eng schwéier Krankheet oder en Handicap zu hun
F Wann d'Schwangerschaft d'Resultat vun enger Vergewaltegung as
\begin{tabular}{|c|c|}
\hline V178-abortion if couple doesn't want more children (Q50B) & abortion if couple doesn't want more children (Q50B) \\
\hline Q. 50 & Q. 50 \\
\hline <Show card 50> & <MONTRER CARTE 50> \\
\hline Do you approve or disapprove of abortion under the following circumstances? & \begin{tabular}{l}
Approuvéiert Dir oder nët d'Ofdreiwung ënner folgenden Emstänn? \\
< (Enumérer. Une réponse par ligne) .>
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.50B Where a married couple does not want to have any more children} \\
\hline & Q.50B Wann eng bestueten Koppel keng Kanner méi wellt \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 averstan \\
\hline -3 not applicable & 2 nët averstan \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{0 disapprove} \\
\hline 1 approve & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, \\
\hline \begin{tabular}{l}
Response categories documented according to dataset. In Master Questionnaire response categories are: \\
1. approve \\
2. disapprove
\end{tabular} & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline CARD 50 & Q50. \\
\hline A- Where the woman is not married & A Wann d'Fra nët bestuet as \\
\hline B- Where a married couple does not want to have any more children & B Wann eng bestueten Koppel keng Kanner méi wellt \\
\hline & C Wann D'Fra an enger schwiereger sozialer oder finanzieller Situatioun as \\
\hline & D Wann d'Schwangerschaft riskéiert d'Liewen vun der Fra a Gefor ze brengen \\
\hline & E Wann d'Kand riskéiert eng schwéier Krankheet oder en Handicap zu hun \\
\hline & F Wann d'Schwangerschaft d'Resultat vun enger Vergewaltegung as \\
\hline
\end{tabular}

Approuvéiert Dir oder nët d'Ofdreiwung ënner folgenden Emstänn?
< (Enumérer. Une réponse par ligne).>
Q.50B Wann eng bestueten Koppel keng Kanner méi wellt

1 averstan
2 nët averstan

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values tanslad dirocil from da, fied translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline O17-how interested in politics (Q51a) & how interested in politics (Q51a) \\
\hline Q.51a & Q.51a \\
\hline How interested would you say you are in politics? & An wéi engem Moos sid Dir un der Politik interesséiert ? Sid Dir..... \\
\hline -5 other missing & 1 ganz interesséiert \\
\hline -4 question not asked & 2 éischter interesséiert \\
\hline -3 not applicable & 3 éischter nët interesséiert \\
\hline -2 no answer & 4 guer nët interesséiert \\
\hline -1 don't know & 8 NSP \\
\hline 1 very interested & 9 Keng Äntwert \\
\hline 2 somewhat interested & \\
\hline 3 not very interested & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 4 not at all interested & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V179-political action: signing a petition (Q51A) & political action: signing a petition (Q51A) \\
\hline Q. 51 & Q. 51 \\
\hline <Show card 51> & <MONTRER CARTE 51> \\
\hline Now I'd like you to look at this card. I'm going to read out some different forms of political action that people can take, and I'd like you to tell me, for each one, whether you have actually done any of these things, whether you might do it or would never, under any circumstances, do it. & \begin{tabular}{l}
Ech zielen lech elo verschidde Formen vun politeschen Aktiounen op, a ech froen lech fir all Aktioun ob Dir dat schon gemach hut, op Dir kénnt virhun dat ze machen oder op Dir dat nie géift machen, egal ënnert wéi engen Emstänn. \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.51A Signing a petition} \\
\hline & Q.51A eng Petitioun ennerschreiwen \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 huet schon gemach \\
\hline -3 not applicable & 2 geif et machen \\
\hline -2 no answer & 3 wärt nie machen \\
\hline -1 don't know & 8 NSP \\
\hline 1 have done & 9 Keng Äntwert \\
\hline 2 might do & \\
\hline 3 would never do & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 51}

A- Signing a petition
B- Joining in boycotts
C- Attending lawful demonstrations
D- Joining unofficial strikes
E- Occupying buildings or factories

1- Have done
2- Might do
3- Would never do

Q51.

A eng Petitioun ennerschreiwen
B bei engem Boycott matmachen
C bei enger autoriséierter Manifestatioun matmachen
D bei engem welle Streik matmachen
E Büro'en oder Fabriken besetzen
\(F \quad\) an enger Partei militéieren
G an enger Gewerkschaft militéieren
H bei lokalen Initiativen matmachen
V180 - political action: joining in boycotts (Q51B )
Q. 51
<Show card 51>
Now I'd like you to look at this card. I'm going to read out some different forms of political action that
people can take, and I'd like you to tell me, for each one, whether you have actually done any of these
things, whether you might do it or would never, under any circumstances, do it.
Q.51B Joining in boycotts
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 have done
2 might do
3 would never do

\section*{political action: joining in boycotts Q51B )}
Q. 51
<MONTRER CARTE 51>
Ech zielen lech elo verschidde Formen vun politeschen Aktiounen op, a ech froen lech fir all Aktioun ob Dir dat schon gemach hut, op Dir kénnt virhun dat ze machen oder op Dir dat nie géift machen, ega ënnert wéi engen Emstänn.
< (Une réponse par ligne) >
Q.51B bei engem Boycott matmachen

1 huet schon gemach
2 géif et machen
3 wärt nie machen
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 51}

A- Signing a petition
B- Joining in boycotts
C- Attending lawful demonstrations
D- Joining unofficial strikes
E- Occupying buildings or factories

1- Have done
2- Might do
3- Would never do

Q51.

A eng Petitioun ennerschreiwen
B bei engem Boycott matmachen
C bei enger autoriséierter Manifestatioun matmachen
D bei engem welle Streik matmachen
E Büro'en oder Fabriken besetzen
\(F \quad\) an enger Partei militéieren
G an enger Gewerkschaft militéieren
H bei lokalen Initiativen matmachen
\begin{tabular}{|c|c|}
\hline V181-political action: attending lawful demonstrations (Q51C) & political action: attending lawful demonstrations (Q51C) \\
\hline Q. 51 & Q. 51 \\
\hline <Show card 51> & <MONTRER CARTE 51> \\
\hline Now I'd like you to look at this card. I'm going to read out some different forms of political action that people can take, and I'd like you to tell me, for each one, whether you have actually done any of these things, whether you might do it or would never, under any circumstances, do it. & \begin{tabular}{l}
Ech zielen lech elo verschidde Formen vun politeschen Aktiounen op, a ech froen lech fir all Aktioun ob Dir dat schon gemach hut, op Dir kénnt virhun dat ze machen oder op Dir dat nie géift machen, egal ënnert wéi engen Emstänn. \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.51C Attending lawful demonstrations} \\
\hline & Q.51C bei enger autoriséierter Manifestatioun matmachen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 huet schon gemach \\
\hline -3 not applicable & 2 geif et machen \\
\hline -2 no answer & 3 wärt nie machen \\
\hline -1 don't know & 8 NSP \\
\hline 1 have done & 9 Keng Äntwert \\
\hline 2 might do & \\
\hline 3 would never do & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 51}

A- Signing a petition
B- Joining in boycotts
C- Attending lawful demonstrations
D- Joining unofficial strikes
E- Occupying buildings or factories

1- Have done
2- Might do
3- Would never do

Q51.

A eng Petitioun ennerschreiwen
B bei engem Boycott matmachen
C bei enger autoriséierter Manifestatioun matmachen
D bei engem welle Streik matmachen
E Büro'en oder Fabriken besetzen
\(F \quad\) an enger Partei militéieren
G an enger Gewerkschaft militéieren
H bei lokalen Initiativen matmachen
\begin{tabular}{|c|c|}
\hline V182-political action: joining unofficial strikes (Q51D ) & political action: joining unofficial strikes (Q51D) \\
\hline Q. 51 & Q. 51 \\
\hline <Show card 51> & <MONTRER CARTE 51> \\
\hline Now I'd like you to look at this card. I'm going to read out some different forms of political action that people can take, and I'd like you to tell me, for each one, whether you have actually done any of these things, whether you might do it or would never, under any circumstances, do it. & \begin{tabular}{l}
Ech zielen lech elo verschidde Formen vun politeschen Aktiounen op, a ech froen lech fir all Aktioun ob Dir dat schon gemach hut, op Dir kénnt virhun dat ze machen oder op Dir dat nie géift machen, egal ënnert wéi engen Emstänn. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.51D Joining unofficial strikes} \\
\hline & Q.51D bei engem welle Streik matmachen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 huet schon gemach \\
\hline -3 not applicable & 2 geif et machen \\
\hline -2 no answer & 3 wärt nie machen \\
\hline -1 don't know & 8 NSP \\
\hline 1 have done & 9 Keng Äntwert \\
\hline 2 might do & \\
\hline 3 would never do & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 51}

A- Signing a petition
B- Joining in boycotts
C- Attending lawful demonstrations
D- Joining unofficial strikes
E- Occupying buildings or factories

1- Have done
2- Might do
3- Would never do

Q51.

A eng Petitioun ennerschreiwen
B bei engem Boycott matmachen
C bei enger autoriséierter Manifestatioun matmachen
D bei engem welle Streik matmachen
E Büro'en oder Fabriken besetzen
\(F \quad\) an enger Partei militéieren
G an enger Gewerkschaft militéieren
H bei lokalen Initiativen matmachen
\begin{tabular}{|c|c|}
\hline V183-political action: occupying buildings/factories (Q51E ) & political action: occupying buildings/factories (Q51E) \\
\hline Q. 51 & Q. 51 \\
\hline <Show card 51> & <MONTRER CARTE 51> \\
\hline Now l'd like you to look at this card. I'm going to read out some different forms of political action that people can take, and I'd like you to tell me, for each one, whether you have actually done any of these things, whether you might do it or would never, under any circumstances, do it. & \begin{tabular}{l}
Ech zielen lech elo verschidde Formen vun politeschen Aktiounen op, a ech froen lech fir all Aktioun ob Dir dat schon gemach hut, op Dir kénnt virhun dat ze machen oder op Dir dat nie géift machen, egal ënnert wéi engen Emstänn. \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.51E Occupying buildings or factories} \\
\hline & Q.51E Büro'en oder Fabriken besetzen \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 huet schon gemach \\
\hline -3 not applicable & 2 geif et machen \\
\hline -2 no answer & 3 wärt nie machen \\
\hline -1 don't know & 8 NSP \\
\hline 1 have done & 9 Keng Äntwert \\
\hline 2 might do & \\
\hline 3 would never do & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 51}

A- Signing a petition
B- Joining in boycotts
C- Attending lawful demonstrations
D- Joining unofficial strikes
E- Occupying buildings or factories

1- Have done
2- Might do
3- Would never do

Q51.

A eng Petitioun ennerschreiwen
B bei engem Boycott matmachen
C bei enger autoriséierter Manifestatioun matmachen
D bei engem welle Streik matmachen
E Büro'en oder Fabriken besetzen
\(F \quad\) an enger Partei militéieren
G an enger Gewerkschaft militéieren
H bei lokalen Initiativen matmachen
V184 - more important: freedom or equality (Q52
Q. 52
<Show card 52>
Which of these two statements comes closest to your own opinion?
A: I find that both freedom and equality are important. But if I were to choose one or the other, I would consider personal freedom more important, that is, everyone can live in freedom and develop without hindrance;

B: Certainly both freedom and equality are important. But if I were to choose one or the other, I would consider equality more important, that is, that nobody is underprivileged and that social class differences are not so strong
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree with statement A
2 agree with statement \(B\)
3 neither
more important: freedom or equality
Q. 52
<MONTRER CARTE 52>
Wéi eng vun folgenden Meenungen as Ärer am notsten ?

1 ech fannen dass d'Fräiheet an d'Gläichheet gläich wichteg \(\sin\). Mee wann ech misst tëschen denen zwou wielen, dann mengen ech dass d'Fräiheet méi wichteg as, dat heescht dass jidereen fräi liewen kann a sech entweckelen ouni Aschränkung

2 ganz bestëmmt sin d'Fräiheet an d'Gläichheet wichteg. Mee wann ech misst wielen, dann gief ech soen dass d'Gläichheet méi wichteg as, dat heescht dass keen défavoriséiert gët an dass d'Ennerscheeder tëschen de sozialen Klassen nët esou grouss sollte sin
3 weder nach
8 NSP
9 Keng Äntwert

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\section*{CARD 52}

A- I find that both freedom and equality are important. But if I were to choose one or the other, I would consider personal freedom more important, that is, everyone can live in freedom and develop without hindrance

B- Certainly both freedom and equality are important. But if I were to choose one or the other, I would consider equality more important, that is, that nobody is underprivileged and that social class differences are not so strong
ech fannen dass d'Fräiheet an d'Gläichheet gläich wichteg sin. Mee wann ech misst tëschen denen zwou wielen, dann mengen ech dass d'Fräiheet méi wichteg as, dat heescht dass jidereen fräi liewen kann a sech entweckelen ouni Aschränkung ganz bestëmmt sin d'Fräiheet an d'Gläichheet wichteg. Mee wann ech misst wielen, dann gief ech soen dass d'Gläichheet méi wichteg as, dat heescht dass keen défavoriséiert gët an dass d'Ennerscheeder tëschen de sozialen Klassen nët esou grouss sollte sin


EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline CARD 53 & \multirow[b]{2}{*}{2} & \multirow{3}{*}{3} & \multirow{3}{*}{4} & \multirow{3}{*}{5} & \multirow{3}{*}{6} & \multirow{3}{*}{7} & \multirow{3}{*}{8} & \multirow{3}{*}{9} & \multirow[b]{3}{*}{\[
\begin{array}{r}
10 \\
\text { Right }
\end{array}
\]} & \multicolumn{10}{|l|}{Q53.} \\
\hline 1 & & & & & & & & & & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline Left & & & & & & & & & & Lénks & & & & & & & & & Riets \\
\hline
\end{tabular}

individual vs. state responsibility for providing (Q54A )
Q.54A
<MONTRER CARTE 54>
Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen derzweschen benotzen fir Är Meenung ze nuancéieren.
Deen Eenzelne (Mënsch) misst méi Verantwortung hun fir fir seng egenen Besoin'en ze suergen

10 de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren
NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 54}
\(\begin{array}{lllll}\text { A } & 1 & 2 & 3 & 4\end{array}\)
Individuals should take more responsibility for providing for themselves
\(\begin{array}{llllll}\text { B } & 1 & 2 & 3 & 4 & 5\end{array}\)
People who are unemployed should have to take any
job available or lose
their unemployment benefits
\(\begin{array}{llllll}C & 1 & 2 & 3 & 4 & 5\end{array}\)
Competition is good. It
stimulates people to work
hard and develop new ideas
\(\begin{array}{llllll}\mathrm{D} & 1 & 2 & 3 & 4 & 5\end{array}\)
The state should give more
freedom to firms
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{10}{|l|}{Q54.} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline A
(M
Ve
sen
ze & Deen ch) mi wortun genen rgen &  & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
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uelen \\
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\end{tabular} & tslos & & & & & \multicolumn{3}{|l|}{déi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ko dd Sa d'Leit affen en & nz & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de S méi & isst & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen méi sériö kontrollèieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ako aich sin & \[
s \mathrm{~m}
\] & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
et as \\
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ze or
\end{tabular} & ee & & & & & \multicolumn{3}{|l|}{et as um Staat fir d'Pensioun vir jidereen ze organiséieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Déi emen schaft lues \(m\) ze hetz & \[
9
\] & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}


\section*{Q.54B}

Now l'd like you to tell me your views on various issues. How would you place your views on this scale?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answe

1 people who are unemployed should have to take any job available or lose their unemployment benefits
take any job vs. right to refuse job when unemployed
(Q54B )
Q.54B
<MONTRER CARTE 54>
Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen derzweschen benotzen fir Är Meenung ze nuancéieren.

1 déi Arbechtslos missten forcéiert gin fir all disponibel Arbecht unzehuelen oder sie verléieren hir Chômage-indemnitéiten

10 déi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt
88 NSP
99 Keng Äntwert

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\section*{CARD 54}
\(\begin{array}{lllll}\text { A } & 1 & 2 & 3 & 4\end{array}\)
Individuals should take more responsibility for providing for themselves
\(\begin{array}{llllll}\text { B } & 1 & 2 & 3 & 4 & 5\end{array}\)
People who are unemployed should have to take any
job available or lose
their unemployment benefits
\(\begin{array}{llllll}C & 1 & 2 & 3 & 4 & 5\end{array}\)
Competition is good. It
stimulates people to work
hard and develop new ideas
\(\begin{array}{llllll}\mathrm{D} & 1 & 2 & 3 & 4 & 5\end{array}\)
The state should give more
freedom to firms
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{10}{|l|}{Q54.} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline A
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ze & Deen ch) mi wortun genen rgen &  & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
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\end{tabular} & tslos & & & & & \multicolumn{3}{|l|}{déi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ko dd Sa d'Leit affen en & nz & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de S méi & isst & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen méi sériö kontrollèieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ako aich sin & \[
s \mathrm{~m}
\] & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
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\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Déi emen schaft lues \(m\) ze hetz & \[
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\] & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}
V188-competition good vs. harmful for people (Q54C )
Q.54C
<Show card 54>
Now l'd like you to tell me your views on various issues. How would you place your views on this
scale?
-5 other missing
-4
question not asked
-3
not applicable
-2
no answer
-1
1
don't know
2
3
4
5

\section*{Q. 54 C}

Now l'd like you to tell me your views on various issues. How would you place your views on this scale?
-5 other missing
-4 question not asked
not applicable
no

1 competition is good. It stimulates people to work hard and develop new ideas
competition is harmful, it brings out the worst in people

\section*{competition good vs. harmful for people (Q54C )}
Q.54C
<MONTRER CARTE 54>
Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen derzweschen benotzen fir Är Meenung ze nuancéieren.

1 d'Konkurrenz as eng gudd Sach. Sie brengt d'Leit derzou hart ze schaffen an nei Ideen ze fannen

2

3
4
5

6
7
8
9
10 d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen
NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 54}
\(\begin{array}{lllll}\text { A } & 1 & 2 & 3 & 4\end{array}\)
Individuals should take more responsibility for providing for themselves
\(\begin{array}{llllll}\text { B } & 1 & 2 & 3 & 4 & 5\end{array}\)
People who are unemployed should have to take any
job available or lose
their unemployment benefits
\(\begin{array}{llllll}C & 1 & 2 & 3 & 4 & 5\end{array}\)
Competition is good. It
stimulates people to work
hard and develop new ideas
\(\begin{array}{llllll}\mathrm{D} & 1 & 2 & 3 & 4 & 5\end{array}\)
The state should give more
freedom to firms
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{10}{|l|}{Q54.} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline A
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Ve
sen
ze & Deen ch) mi wortun genen rgen &  & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
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\end{tabular} & tslos & & & & & \multicolumn{3}{|l|}{déi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ko dd Sa d'Leit affen en & nz & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de S méi & isst & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen méi sériö kontrollèieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ako aich sin & \[
s \mathrm{~m}
\] & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
et as \\
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\end{tabular} & ee & & & & & \multicolumn{3}{|l|}{et as um Staat fir d'Pensioun vir jidereen ze organiséieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Déi emen schaft lues \(m\) ze hetz & \[
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\] & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V189 - state give more freedom to firms vs. control firms more effectively (Q54D ) & state give more freedom to firms vs. control firms more effectively (Q54D ) \\
\hline Q.54D & Q.54D \\
\hline <Show card 54> & <MONTRER CARTE 54> \\
\hline Now l'd like you to tell me your views on various issues. How would you place your views on this scale? & Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen \\
\hline -5 other missing & derzweschen benotzen fir Är Meenung ze nuancéieren. \\
\hline -4 question not asked & \\
\hline -3 not applicable & 1 de Staat misst de Firmen méi Fräiheet gin \\
\hline -2 no answer & 2 \\
\hline -1 don't know & 3 \\
\hline 1 the state should give more freedom to firms & 4 \\
\hline 2 & 5 \\
\hline 3 & 6 \\
\hline 4 & 7 \\
\hline 5 & 8 \\
\hline 6 & 9 \\
\hline 7 & 10 de Staat misst d'Firmen méi sériö kontrolléieren \\
\hline 8 & 88 NSP \\
\hline 9 & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{10 the state should control firms more effectively} \\
\hline & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 54}
\(\begin{array}{lllll}\text { A } & 1 & 2 & 3 & 4\end{array}\)
Individuals should take more responsibility for providing for themselves
\(\begin{array}{llllll}\text { B } & 1 & 2 & 3 & 4 & 5\end{array}\)
People who are unemployed should have to take any
job available or lose
their unemployment benefits
\(\begin{array}{llllll}C & 1 & 2 & 3 & 4 & 5\end{array}\)
Competition is good. It
stimulates people to work
hard and develop new ideas
\(\begin{array}{llllll}\mathrm{D} & 1 & 2 & 3 & 4 & 5\end{array}\)
The state should give more
freedom to firms
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{10}{|l|}{Q54.} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline A
(M
Ve
sen
ze & Deen ch) mi wortun genen rgen &  & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
déi \(A\) \\
forc \\
ibel A \\
uelen \\
ren hir \\
nitéiten
\end{tabular} & tslos & & & & & \multicolumn{3}{|l|}{déi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ko dd Sa d'Leit affen en & nz & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de S méi & isst & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen méi sériö kontrollèieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ako aich sin & \[
s \mathrm{~m}
\] & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
et as \\
un fir s \\
ze or
\end{tabular} & ee & & & & & \multicolumn{3}{|l|}{et as um Staat fir d'Pensioun vir jidereen ze organiséieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Déi emen schaft lues \(m\) ze hetz & \[
9
\] & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}


10 there should be greater incentives for individual effort

\section*{equalize incomes vs. incentives for individual effort \\ Q54E )}
Q.54E
<MONTRER CARTE 54>
Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen derzweschen benotzen fir Är Meenung ze nuancéieren.

\section*{d'Akommes misst méi gläich sin}
d'Akommes muss déi individuell Ustrengungen belounen NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 54}
\(\begin{array}{lllll}\text { A } & 1 & 2 & 3 & 4\end{array}\)
Individuals should take more responsibility for providing for themselves
\(\begin{array}{llllll}\text { B } & 1 & 2 & 3 & 4 & 5\end{array}\)
People who are unemployed should have to take any
job available or lose
their unemployment benefits
\(\begin{array}{llllll}C & 1 & 2 & 3 & 4 & 5\end{array}\)
Competition is good. It
stimulates people to work
hard and develop new ideas
\(\begin{array}{llllll}\mathrm{D} & 1 & 2 & 3 & 4 & 5\end{array}\)
The state should give more
freedom to firms
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{10}{|l|}{Q54.} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Deen h) mi wortu gen & eln
in
fir
in & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
déi \(A\) \\
forc \\
ibel A \\
uelen \\
ren hi \\
itéite
\end{tabular} & tslos & & & & & \multicolumn{3}{|l|}{dėi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ko dd S d'Leit affen en & nz & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de St
méi & miss & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen méi sériö kontrolléieren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ak aich s & \[
\text { es } m
\] & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
et as \\
un fir \\
ze or
\end{tabular} & ee & & & & & \multicolumn{3}{|l|}{et as um Staat fir d'Pensioun vir jidereen ze organiséieren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Déi emen schaf lues ze het & \[
9
\] & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}


10 the state should be responsible for everyone . s pension2
individual vs. state responsible for pension
Q.54G
<MONTRER CARTE 54>
Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen derzweschen benotzen fir Är Meenung ze nuancéieren.
```

et as un all eenzel Persoun fir seng Pensioun selwer ze organiséieren

```

10 et as um Staat fir d'Pensioun vir jidereen ze organiséieren
88 NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries,
CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 54}
\(\begin{array}{lllll}\text { A } & 1 & 2 & 3 & 4\end{array}\)
Individuals should take more responsibility for providing for themselves
\(\begin{array}{llllll}\text { B } & 1 & 2 & 3 & 4 & 5\end{array}\)
People who are unemployed should have to take any
job available or lose
their unemployment benefits
\(\begin{array}{llllll}C & 1 & 2 & 3 & 4 & 5\end{array}\)
Competition is good. It
stimulates people to work
hard and develop new ideas
\(\begin{array}{llllll}\mathrm{D} & 1 & 2 & 3 & 4 & 5\end{array}\)
The state should give more
freedom to firms
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{10}{|l|}{Q54.} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline A
(M
Ve
sen
ze & Deen ch) mi wortun genen rgen &  & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
déi \(A\) \\
forc \\
ibel A \\
uelen \\
ren hir \\
nitéiten
\end{tabular} & tslos & & & & & \multicolumn{3}{|l|}{déi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ko dd Sa d'Leit affen en & nz & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de S méi & isst & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen méi sériö kontrollèieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ako aich sin & \[
s \mathrm{~m}
\] & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & \begin{tabular}{l}
et as \\
un fir s \\
ze or
\end{tabular} & ee & & & & & \multicolumn{3}{|l|}{et as um Staat fir d'Pensioun vir jidereen ze organiséieren} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & Déi emen schaft lues \(m\) ze hetz & \[
9
\] & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}
\begin{tabular}{lll}
\hline O22 - major changes in life cautious vs. act boldly (Q54I) & major changes in life cautious vs. act boldly (Q54I) \\
\hline See o22_01. & Note: \\
& See o22_01
\end{tabular}
\begin{tabular}{|c|c|}
\hline o22 _01-LU: major changes in society (Q54J__LU ) & LU: major changes in society (Q54J _ LU ) \\
\hline Q.54J_lu & Q.54J__LU \\
\hline <Show card 54> & <MONTRER CARTE 54> \\
\hline Now I'd like you to tell me your views on various issues. How would you place your views on this scale? & Ech well elo dass Dir mir Är Meenung iwer verschidde Suje'en gitt. Wou géif Dir Är Meenung op dëser Skala gesin? Wann Dir ganz averstan sid mat den Satz dee lenks steet, dann wielt d'Ziffer 1. Wann Dir ganz averstan sid mat dem Satz den riets steet, dann wielt d'Ziffer 10. Dir kennt déi Zifferen \\
\hline -5 other missing & derzweschen benotzen fir Är Meenung ze nuancéieren. \\
\hline -4 question not asked & \\
\hline -3 not applicable & 1 déi wichteg Changementer an der Gesellschaft mussen sech lues a lues machen, ouni d'Leit ze \\
\hline -2 no answer & hetzen \\
\hline -1 don't know & 2 \\
\hline 1 important changes in society need to be made gradually without pushing people & 3 \\
\hline 2 & 4 \\
\hline 3 & 5 \\
\hline 4 & 6 \\
\hline 5 & 7 \\
\hline 6 & 8 \\
\hline 7 & 9 \\
\hline 8 & 10 et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal \\
\hline 9 & as an d'Gewunnechten op d'Kopp geheit \\
\hline 10 important changes in society cannot be achieved without being radical and pushing people & 88 NSP \\
\hline & 99 Keng Äntwert \\
\hline Question not comparable to Master Questionnaire due to deviation in response categories. Q.54J _LU refers to major changes in 'society' not in 'life' as defined in Master Questionnaire. & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline \[
\begin{aligned}
& \text { A } \\
& \text { (Më } \\
& \text { Ver } \\
& \text { sen } \\
& \text { ze }
\end{aligned}
\] & \begin{tabular}{l}
Deen \\
h) m vortu gene gen
\end{tabular} & eln & & & & & \multicolumn{3}{|l|}{de Staat misst méi Verantwortung hun fir sech em jiderengem sengen Besoin'en ze këmmeren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline  & déi \(A\) forc bel elen en hir itéite &  & & & & & \multicolumn{3}{|l|}{dėi Arbechtslos missten d'Recht hun fir eng Arbecht ze refuséieren déi hinnen nët passt} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline C
eng
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ze & d'Ko dd S d'Lei affen en & Ide & & & & & \multicolumn{3}{|l|}{d'Konkurrenz as geféierlech. Sie féiert derzou dat Schlechst am Mensch ze entweckelen} \\
\hline & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & de S méi & isst & & & & & \multicolumn{3}{|l|}{de Staat misst d'Firmen mé sériö kontrollèieren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & d'Ak
iich & & & & & & \multicolumn{3}{|l|}{d'Akommes muss déi individuell Ustrengungen belounen} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline & et as fir ze or & ee & & & & & \multicolumn{3}{|l|}{et as um Staat fir d'Pensioun vir jidereen ze organiséieren} \\
\hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline \[
\begin{aligned}
& \text { G } \\
& \text { Cha } \\
& \text { Ges }
\end{aligned}
\]
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\begin{aligned}
& \text { lue } \\
& \text { d'Le }
\end{aligned}
\] & Déi emen chaf ues e he &  & & & & & \multicolumn{3}{|l|}{et kann e wichteg Changementer an der Gesellschaft nëmmen dann durchféieren wann e radikal as an d'Gewunnechten op d'Kopp geheit} \\
\hline
\end{tabular}
```

V190 - aims of respondent: first choice (Q55 )
Q. }5
<Show card 55>
There is a lot of talk these days about what the aims of this country should be for the next ten years. On which of the things on this card would you say is most important?
<Code one answer only>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 maintaining order in the nation
2 giving people more say in important government decisions
3 fighting rising prices
4 protecting freedom of speech

``` this card are listed some of the goals which different people would give top priority. If you had to choose,

\section*{CARD 55}

1- Maintaining order in the nation
2- Giving people more say in important government decisions
3- Fighting rising prices
4- \(\quad\) Protecting freedom of speech

\section*{aims of respondent: first choice \\ (Q55 ) \\ Q. 55 \\ <MONTRER CARTE 55>}

Et get am Moment an eisem Land vill geschwat iwer d'Zieler déi die nächst 10 Joer solle verfolgt gin. Vun den Zieler op dëser Lescht, kennt Dir mi w.e.g. soen wat lech fir Lëtzebuerg am wichtegsten schengt.
< (Une seule réponse) >

1 d'Uerdnung am Land oprechthalen
2 d'Bedeelegung vun den Matbierger un den Décisiounen vum Staat verstärken
3 d'Inflatioun (d'Klammen vun den Präisser) bekämpfen
4 d'Ausdrocksfräiheet garantéieren
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q55. - Q56}

A d'Uerdnung am Land oprechthalen
B d'Bedeelegung vun den Matbierger un den Décisiounen vum Staat verstärken
C d'Inflatioun (d'Klammen vun den Präisser) bekämpfen
D d'Ausdrocksfräiheet garantéieren
\begin{tabular}{|c|c|}
\hline V191- aims of respondent: second choice (Q56) & aims of respondent: second choice (Q56) \\
\hline Q. 56 & Q. 56 \\
\hline <Show card 55> & An wat kennt duerno? \\
\hline And which would be the next most important? & < (Une seule réponse) > \\
\hline <Code one answer only> & 1 d'Uerdnung am Land oprechthalen \\
\hline & 2 d'Bedeelegung vun den Matbierger un den Décisiounen vum Staat verstärken \\
\hline -5 other missing & 3 d'Inflatioun (d'Klammen vun den Präisser) bekämpfen \\
\hline -4 question not asked & 4 d'Ausdrocksfräiheet garantéieren \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{-1 don't know} \\
\hline 1 maintaining order in the nation & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 giving people more say in important government decisions & language documentation was developed in cooperation between the participating countries, \\
\hline 3 fighting rising prices & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 4 protecting freedom of speech & may differ from country to country. For some countries missing values have been adopted and \\
\hline & translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
aims of respondent: second choice (Q
Q. 56
< (Une seule réponse) >
d'Uerdnung am Land oprechthalen
an
d'Ausdrocksfräiheet garantéieren

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original may differ from country to country. For some countries missing values have been adopted and questionnaires.
v191_4 - post-materialist index 4-item
Post-materialist index (4-item) -Constructed variable
Source variables: v190, v191
[There is a lot of talk these days about what the aims of this country should be for the next ten years. On
this card are listed some of the goals which different people would give top priority. If you had to choose,
which of the things on this card would you say is most/second most important?]
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 materialist
2 mixed
3 post-materialist

\section*{Note:}

According to the choice of materialistic ( \(1 / 1\) or \(3 / 3\) ) or post-materialistic ( \(2 / 2\) or \(4 / 4\) ) aims in v190 and v 191 respondents were coded as materialistic or post-materialistic persons.

\section*{post-materialist index 4-item}

Post-materialist index (4-item ) - Constructed variable

Source variables: v190, v191
[Et get am Moment an eisem Land vill geschwat iwer d'Zieler déi die nächst 10 Joer solle verfolgt gin. Vun den Zieler op dëser Lescht, kennt Dir mi w.e.g. soen wat lech fir Lëtzebuerg am wichtegsten schengt.]
[An wat kennt duerno?]
O 24 - are you willing to fight for country (Q56a
Q.56a
<Show card 56a>
Of course we all hope that there will not be another war, but if it were to come to that, would you be willing to fight for your country?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 yes
2 no
are you willing to fight for country (Q56a )
Q.56a

Natirlech hoffe mer alleguer dass kee neie Krich méi kennt ; wier Dir trotzdem bereed fir ärt Land ze kämpfen?

1 Jo
2 Nee
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries,

CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{V192-good/bad: less emphasis on money (Q57A ) \\ Q. 57 \\ <Show card 57> \\ Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you} mind?
Q.57A Less emphasis on money and material possessions
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 good
2 bad
3 don't mind
good/bad: less emphasis on money (Q57A )
Q. 57

Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten
kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal.
Q.57A dass manner Wichtegkeet op d'Geld a materiell Sachen geluet get

1 gudd Sach
2 schlecht Sach
3 egal
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities
\begin{tabular}{|c|c|}
\hline V193-good/bad: decrease work importance (Q57B) & good/bad: decrease work importance (Q57B) \\
\hline Q. 57 & Q. 57 \\
\hline <Show card 57> & Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten \\
\hline Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you mind? & kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal. \\
\hline & Q.57B dass d'Arbecht eng manner grouss Platz an eisem Liewen anhëlt \\
\hline Q.57B Decrease in the importance of work in our lives & \\
\hline & 1 gudd Sach \\
\hline -5 other missing & 2 schlecht Sach \\
\hline -4 question not asked & 3 egal \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 good & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 bad & language documentation was developed in cooperation between the participating countries, \\
\hline 3 don't mind & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities

\section*{V194 - good/bad: more emphasis on technology (Q57C ) \\ Q. 57 \\ <Show card 57> \\ Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you} mind?
Q.57C More emphasis on the development of technology
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
- 1 don't know

1 good
2 bad
3 don't mind

\section*{good/bad: more emphasis on technology \\ (Q57C )}
Q. 57

Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten
kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal.
Q.57C dass een sech méi drëm këmmert fir nei Technologien ze entwekelen

1 gudd Sach
2 schlecht Sach
3 egal
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities
\begin{tabular}{|c|c|}
\hline V195-good/bad: more emphasis on individual (Q57D ) & good/bad: more emphasis on individual (Q57D) \\
\hline Q. 57 & Q. 57 \\
\hline <Show card 57> & Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten \\
\hline Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you mind? & kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal. \\
\hline & Q.57D dass ët méi interessant get fir d'Entfaltung vun der enzelner Persoun \\
\hline Q.57D Greater emphasis on the development of the individual & \\
\hline & 1 gudd Sach \\
\hline -5 other missing & 2 schlecht Sach \\
\hline -4 question not asked & 3 egal \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 good & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 bad & language documentation was developed in cooperation between the participating countries, \\
\hline 3 don't mind & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities
\begin{tabular}{|c|c|}
\hline V196-good/bad: more respect for authority (Q57E ) & good/bad: more respect for authority (Q57E) \\
\hline Q. 57 & Q. 57 \\
\hline <Show card 57> & Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten \\
\hline Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you mind? & kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal. \\
\hline & Q. 57 E dass ët méi Respekt virun der Autoritéit gët \\
\hline Q.57E Greater respect for authority & \\
\hline & 1 gudd Sach \\
\hline -5 other missing & 2 schlecht Sach \\
\hline -4 question not asked & 3 egal \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 good & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 bad & language documentation was developed in cooperation between the participating countries, \\
\hline 3 don't mind & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities
\begin{tabular}{|c|c|}
\hline V197-good/bad: more emphasis on family life (Q57F) & good/bad: more emphasis on family life (Q57F ) \\
\hline Q. 57 & Q. 57 \\
\hline <Show card 57> & Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten \\
\hline Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you mind? & kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal. \\
\hline & Q.57F dass méi Wert op Familjeliewen geluecht gët \\
\hline Q.57F More emphasis on family life & \\
\hline & 1 gudd Sach \\
\hline -5 other missing & 2 schlecht Sach \\
\hline -4 question not asked & 3 egal \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 good & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 bad & language documentation was developed in cooperation between the participating countries, \\
\hline 3 don't mind & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities

\section*{V198-good/bad: towards natural lifestyle (Q57G \\ Q. 57 \\ <Show card 57> \\ Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you mind?}
Q.57G A simple and more natural lifestyle
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 good
2 bad
3 don't mind

\section*{good/bad: towards natural lifestyle (Q57G )}
Q. 57

Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten
kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal.
Q.57G dass een op eng méi einfach an natirlech Art a Weis fir ze Liewen kënnt

1 gudd Sach
2 schlecht Sach
3 egal
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities
\begin{tabular}{|c|c|}
\hline V199-good/bad: more power to local authorities (Q57H) & good/bad: more power to local authorities (Q57H ) \\
\hline Q. 57 & Q. 57 \\
\hline <Show card 57> & Ech zielen lech elo Changementer op déi an nächster Zäit an eiser Art an Weis ze liewen kéinten \\
\hline Here is a list of various changes in our way of life that might take place in the near future. Please tell me for each one, if it were to happen whether you think it would be a good thing, a bad thing, or don't you mind? & kommen. Kënnt Dir mir w.e.g. soen op Dir mengt dass dat eng gudd Sach, eng schlecht Sach as oder as dat lech egal. \\
\hline & Q.57H dass déi lokal Autoritéiten méi ze soen kréien \\
\hline Q.57H More power to local authorities & \\
\hline & 1 gudd Sach \\
\hline -5 other missing & 2 schlecht Sach \\
\hline -4 question not asked & 3 egal \\
\hline -3 not applicable & 8 NSP \\
\hline -2 no answer & 9 Keng Äntwert \\
\hline -1 don't know & \\
\hline 1 good & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 2 bad & language documentation was developed in cooperation between the participating countries, \\
\hline 3 don't mind & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 57}

A- Less emphasis on money and material possessions
B- Decrease in the importance of work in our lives
C- More emphasis on the development of technology
D- Greater emphasis on the development of the individual
E- Greater respect for authority
F- More emphasis on family life
G- A simple and more natural lifestyle
H- More power to local authorities
\begin{tabular}{|c|c|}
\hline V200 - how much confidence in: church (Q58A ) & how much confidence in: church (Q58A) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58A The church} \\
\hline & Q.58A d'Kierch \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V201- how much confidence in: armed forces (Q58B) & how much confidence in: armed forces (Q58B ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58B The armed forces} \\
\hline & Q.58B d'Arméi \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V202 - how much confidence in: education system (Q58C ) & how much confidence in: education system (Q58C ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58C The education system} \\
\hline & Q.58C de Schoulsystem \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V203 - how much confidence in: the press (Q58D ) & how much confidence in: the press (Q58D) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58D The press} \\
\hline & Q.58D d'Press \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V204 - how much confidence in: trade unions (Q58E) & how much confidence in: trade unions (Q58E ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58E Trade unions} \\
\hline & Q.58E d'Gewerkschaften \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V205-how much confidence in: the police (Q58F ) & how much confidence in: the police (Q58F ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58F The police} \\
\hline & Q.58F d'Police \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V206 - how much confidence in: parliament (Q58G ) & how much confidence in: parliament (Q58G ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58G Parliament} \\
\hline & Q.58G d'Parlament \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
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D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V207 - how much confidence in: civil service (Q58H) & how much confidence in: civil service (Q58H) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58H Civil service} \\
\hline & Q.58H d'Verwaltung \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V208 - how much confidence in: social security system (Q581) & how much confidence in: social security system (Q581) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.581 The social security system} \\
\hline & Q. 581 d'Sécurité Sociale \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V209 - how much confidence in: European Union (Q58J ) & how much confidence in: European Union (Q58J ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58J The European Union} \\
\hline & Q.58J d'Europäesch Union \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
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E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
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L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline O26- how much confidence in: NATO (Q58K) & how much confidence in: NATO (Q58K) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58K NATO} \\
\hline & Q.58K d'NATO \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
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F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V210 - how much confidence in: United Nations Organisation (Q58L ) & how much confidence in: United Nations Organisation (Q58L) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58L United Nations Organization} \\
\hline & Q.58L d'UNO (Organisatioun vun de vereente Natiounen ) \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
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D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V211- how much confidence in: health care system (Q58M) & how much confidence in: health care system (Q58M ) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58M Health care system} \\
\hline & Q.58M de Gesondheetssystem \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

A- The church
B- The armed forces
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E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V212 - how much confidence in: justice system (Q58N ) & how much confidence in: justice system (Q58N) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q.58N The justice system} \\
\hline & Q.58N de Justizsystem \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 58}

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F- The police
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H- Civil service
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L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline O27- how much confidence in: major companies (Q58O) & how much confidence in: major companies (Q580) \\
\hline Q. 58 & Q. 58 \\
\hline <Show card 58> & <MONTRER CARTE 58> \\
\hline \begin{tabular}{l}
Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all? \\
<Code one answer for each item>
\end{tabular} & \begin{tabular}{l}
Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen? \\
< (Une réponse par ligne ) >
\end{tabular} \\
\hline \multicolumn{2}{|l|}{Q. 580 Major companies} \\
\hline & Q. 580 déi grouss Firmen \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 vill Vertrauen \\
\hline -3 not applicable & 2 éischter Vertrauen \\
\hline -2 no answer & 3 éischter wéineg Vertrauen \\
\hline -1 don't know & 4 guer kee Vertrauen \\
\hline 1 a great deal & 8 NSP \\
\hline 2 quite a lot & 9 Keng Äntwert \\
\hline 3 not very much & \\
\hline 4 none at all & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

Please look at this card and tell me, for each item listed, how much confidence you have in them, is it a great deal, quite a lot, not very much or none at all?
<Code one answer for each item>
Q. 58 O Major companies
-5 other missing
-4 question not asked
-3 not applicable
, don't know

2 quite a lot
3 not very much
4 none at all

\section*{Q. 58}

Fir folgend Institutiounen an Organismen déi ech lech elo opzielen, kennt Dir mir w.e.g. soen a wéi engem Mos Dir Vertrauen hut oder nët : vill Vertrauen, éischter Vertrauen, éischter wéineg Vertrauen oder guer kee Vertrauen?
< (Une réponse par ligne ) >
vill Vertrauen
éischter Vertrauen
éischter wéineg Vertrauen
guerkee Vertrauen
8 NSP

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, may differ from country to country. For some countries missing values have been adopted and questionnaires.

\section*{CARD 58}

A- The church
B- The armed forces
C- The education system
D- The press
E- Trade unions
F- The police
G- Parliament
H- Civil service
I- The social security system
J- The European Union
K- United nations organization
L- Health care system
M- The justice system

1- A great deal
2- Quite a lot
3- Not very much
4- None at all
\begin{tabular}{|ll|}
\hline Q58. & \\
\hline & \\
A & d'Kierch \\
B & d'Arméi \\
C & de Schoulsystem \\
D & d'Press \\
E & d'Gewerkschaften \\
F & d'Police \\
G & Parlament \\
H & Verwaltung \\
I & Sécurité Sociale \\
J & Europäesch Union \\
K & NATO \\
L & UNO (Organisatioun vun de vereenteNatiounen ) \\
M & Gesondheetssystem \\
N & Justizsystem \\
O & i grouss Firmen \\
P & politesch Parteien
\end{tabular}
\begin{tabular}{|c|c|}
\hline V213-are you satisfied with democracy (Q59) & are you satisfied with democracy (Q59) \\
\hline Q. 59 & Q. 59 \\
\hline On the whole are you very satisfied, rather satisfied, not very satisfied or not at all satisfied with the way democracy is developing in our country? & Allgemeng gesin, sid Dir ganz zefridden, éischter zefridden, éischter nët zefridden oder guer nët zefridden mat der Art a Weis wéi d'Demokratie an eisem Land sech entwekelt? \\
\hline -5 other missing & 1 Ganz zefridden \\
\hline -4 question not asked & 2 Eischter zefridden \\
\hline -3 not applicable & 3 Eischter nët zefridden \\
\hline -2 no answer & 4 Guer nët zefriddend \\
\hline -1 don't know & 8 NSP \\
\hline 1 very satisfied & 9 Keng Äntwert \\
\hline 2 rather satisfied & \\
\hline 3 not very satisfied & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 4 not at all satisfied & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V214- view government: very bad-very good (Q60) & view government: very bad-very good (Q60) \\
\hline Q. 60 & Q. 60 \\
\hline <Show card 60> & <MONTRER CARTE 60> \\
\hline People have different views about the system for governing this country. Here is a scale for rating how well things are going: 1 means very bad; 10 means very good & Et gi verschidden Usichten iwer de politesche System zu Lëtzebuerg. Benotzt elo w.e.g. dës Skala fir mir ze soen wéi Ärer Meenung no d'Sachen gin : 1 heescht et geet ganz schlecht, 10 heescht et geet ganz gudd an déi Zuelen derzweschen kennen Är Äntwert nuancéieren. \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 Ganz schlecht \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 bad & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Ganz gudd \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 very good & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline CARD 60 & \multirow[b]{2}{*}{2} & \multirow[b]{2}{*}{3} & \multirow[b]{2}{*}{4} & \multirow[b]{2}{*}{5} & \multirow[b]{2}{*}{6} & \multirow[b]{2}{*}{7} & \multirow[b]{2}{*}{8} & \multirow[b]{2}{*}{\[
\begin{array}{lr}
9 & 10 \\
\text { Verv good }
\end{array}
\]} & \multicolumn{9}{|l|}{Q60.} \\
\hline 1 & & & & & & & & & 12 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline Bad & & & & & & & & & Ganz schlecht & & & & & & & & gudd \\
\hline
\end{tabular}


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V216 - political system: strong leader (Q62A )
Q. 62
<Show card 62>
I. m going to describe various types of political systems and ask what you think about each as a way of
governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad way of governing this country?
Q.62A Having a strong leader who does not have to bother with parliament and elections
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very good
2 fairly good
3 fairly bad
4 very bad

\section*{political system: strong leader \\ (Q62A )}
Q. 62
<MONTRER CARTE 62>
Ech beschreiwen lech elo verschidden Typen vun politeschen Systemer an ech froen lech wat Dir dovun halt fir Lëtzebuerg ze regéieren. Sot mir all Kéier op déi Manéier ganz gudd, éischter gudd, éischter schlecht oder ganz schlecht wier.
Q.62A u senger Spëtzt eng stark Persoun hun déi sech nët ëm e Parlement oder Walen ze këmmeren brauch

1 ganz gudd
2 éischter gudd
3 éischter schlecht
4 ganz schlecht
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 62}

1- Very good
2- Fairly good
3- Fairly bad
4- Very bad

Q62.

A senger Spëtzt eng stark Persoun hun déi sech nët ëm e Parlement oder Walen ze këmmeren brauch

B dass et Expert'en an nët eng Regierung wieren déi décidéieren wat hinen am bäschten schengt fir d'Land
C dass d'Arméi d'Land dirigéiert
D en demokrateschen politeschen System hun
E fir déi grouss wirtschaftlech an sozial Froen e System vun Konzertatioun zwëschen Regierung,Gewerkschaften a Patronat hun
V217 - political system: experts making decisions (Q62B)
Q. 62
<Show card 62>
I. m going to describe various types of political systems and ask what you think about each as a way of
governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad way of governing this country?
Q.62B Having experts, not government, make decisions according to what they think is best for the country
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very good
2 fairly good
3 fairly bad
4 very bad

\section*{political system: experts making decisions Q62B )}
Q. 62
<MONTRER CARTE 62>
Ech beschreiwen lech elo verschidden Typen vun politeschen Systemer an ech froen lech wat Dir dovun halt fir Lëtzebuerg ze regéieren. Sot mir all Kéier op déi Manéier ganz gudd, éischter gudd, éischter schlecht oder ganz schlecht wier.
Q.62B dass et Expert'en an nët eng Regierung wieren déi décidéieren wat hinen am bäschten schengt fir d'Land

1 ganz gudd
2 éischter gudd
3 éischter schlecht
4 ganz schlecht
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 62}

1- Very good
2- Fairly good
3- Fairly bad
4- Very bad

Q62.

A senger Spëtzt eng stark Persoun hun déi sech nët ëm e Parlement oder Walen ze këmmeren brauch

B dass et Expert'en an nët eng Regierung wieren déi décidéieren wat hinen am bäschten schengt fir d'Land
C dass d'Arméi d'Land dirigéiert
D en demokrateschen politeschen System hun
E fir déi grouss wirtschaftlech an sozial Froen e System vun Konzertatioun zwëschen Regierung,Gewerkschaften a Patronat hun
V218 - political system: the army ruling (Q62C )
Q. 62
<Show card 62>
I_ m going to describe various types of political systems and ask what you think about each as a way of
governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad way of governing this country?
Q.62C Having the army rule the country
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very good
2 fairly good
3 fairly bad
4 very bad

\section*{political system: the army ruling \\ (Q62C )}
Q. 62
<MONTRER CARTE 62>
Ech beschreiwen lech elo verschidden Typen vun politeschen Systemer an ech froen lech wat Dir dovun halt fir Lëtzebuerg ze regéieren. Sot mir all Kéier op déi Manéier ganz gudd, éischter gudd, éischter schlecht oder ganz schlecht wier.
Q.62C dass d'Arméi d'Land dirigéiert

1 ganz gudd
2 éischter gudd
3 éischter schlecht
4 ganz schlecht
8 NSP
9 Keng Äntwert

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\section*{CARD 62 \\ 1- Very good \\ 2- Fairly good \\ 3- Fairly bad \\ 4- Very bad}

Q62.

A senger Spëtzt eng stark Persoun hun déi sech nët ëm e Parlement oder Walen ze këmmeren brauch

B dass et Expert'en an nët eng Regierung wieren déi décidéieren wat hinen am bäschten schengt fir d'Land
C dass d'Arméi d'Land dirigéiert
D en demokrateschen politeschen System hun
E fir déi grouss wirtschaftlech an sozial Froen e System vun Konzertatioun zwëschen Regierung,Gewerkschaften a Patronat hun
V219 - political system: democratic (Q62D )
Q. 62
<Show card 62>
I. m going to describe various types of political systems and ask what you think about each as a way of
governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad governing this country. For each one, would you say it is a very good, fairly good, fairly bad or very bad way of governing this country?
Q.62D Having a democratic political system
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very good
2 fairly good
3 fairly bad
4 very bad
political system: democratic (Q62D)
Q. 62
<MONTRER CARTE 62>
Ech beschreiwen lech elo verschidden Typen vun politeschen Systemer an ech froen lech wat Dir dovun halt fir Lëtzebuerg ze regéieren. Sot mir all Kéier op déi Manéier ganz gudd, éischter gudd, éischter schlecht oder ganz schlecht wier.
Q.62D en demokrateschen politeschen System hun

1 ganz gudd
2 éischter gudd
3 éischter schlecht
4 ganz schlecht
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{CARD 62 \\ 1- Very good \\ 2- Fairly good \\ 3- Fairly bad \\ 4- Very bad}

Q62.

A senger Spëtzt eng stark Persoun hun déi sech nët ëm e Parlement oder Walen ze këmmeren brauch

B dass et Expert'en an nët eng Regierung wieren déi décidéieren wat hinen am bäschten schengt fir d'Land
C dass d'Arméi d'Land dirigéiert
D en demokrateschen politeschen System hun
E fir déi grouss wirtschaftlech an sozial Froen e System vun Konzertatioun zwëschen Regierung,Gewerkschaften a Patronat hun
\begin{tabular}{|c|c|}
\hline V220 - democracy: best political system (Q63A) & democracy: best political system (Q63A) \\
\hline Q. 63 & Q. 63 \\
\hline <Show card 63> & <MONTRER CARTE 63> \\
\hline I. \(m\) going to read off some things that people sometimes say about a democratic political system. Could you please tell me if you agree strongly, agree, disagree or disagree strongly, after I read each of them? & Verschidde Meenungen gin heiandso ausgedreckt iwer en demokrateschen politesche System. Sot mir w.e.g all Kéier op Dir ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan sid. \\
\hline Q.63A Democracy may have problems but it's better than any other form of government & Q.63A d'Demokratie ka Problemer brengen, mee se as nach ëmmer besser ewéi all aner Form vun Regierung \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 ganz averstan \\
\hline -3 not applicable & 2 éischter averstan \\
\hline -2 no answer & 3 éischter nët averstan \\
\hline -1 don't know & 4 guer nët averstan \\
\hline 1 agree strongly & 8 NSP \\
\hline 2 agree & 9 Keng Äntwert \\
\hline 3 disagree & \\
\hline 4 disagree strongly & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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CARD 63
1- Agree strongly
2- Agree
3- Disagree
4- Disagree strongly

Q63.

A d'Demokratie ka Problemer brengen, mee se as nachëmmer besser ewéi all aner Form vun Regierung
B an der Demokratie fonktionnéiert de wirtschaftlechen System schlecht
C d'Demokratien hun et schwéier fir Entscheedungen ze treffen, et gin zevill Streidereien
D d'Demokratien kënnen d'Uerdnung nët gudd oprechterhalen
\begin{tabular}{l|l} 
V221 - democracy: causes bad economy (Q63B) & d \\
\hline Q. 63 & <Show card 63> \\
I . m going to read off some things that people sometimes say about a democratic political system. Could & V \\
you please tell me if you agree strongly, agree, disagree or disagree strongly, after I read each of & w.
\end{tabular} you please tell me if you agree strongly, agree, disagree or disagree strongly, after I read each of them?
Q.63B In democracy, the economic system runs badly
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 agree strongly
2 agree
3 disagree
4 disagree strongly sid.
democracy: causes bad economy (Q63B)
Q. 63
<MONTRER CARTE 63>
Verschidde Meenungen gin heiandso ausgedreckt iwer en demokrateschen politesche System. Sot mir w.e.g all Kéier op Dir ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan
Q.63B an der Demokratie fonktionnéiert de wirtschaftlechen System schlecht

1 ganz averstan
2 éischter averstan
3 éischter nët averstan
4 guer nët averstan
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
```

CARD 63
1- Agree strongly
2- Agree
3- Disagree
4- Disagree strongly

```

Q63.

A d'Demokratie ka Problemer brengen, mee se as nachëmmer besser ewéi all aner Form vun Regierung
B an der Demokratie fonktionnéiert de wirtschaftlechen System schlecht
C d'Demokratien hun et schwéier fir Entscheedungen ze treffen, et gin zevill Streidereien D d'Demokratien kënnen d'Uerdnung nët gudd oprechterhalen
\begin{tabular}{|c|c|}
\hline V222-democracy: is indecisive (Q63C ) & democracy: is indecisive (Q63C) \\
\hline Q. 63 & Q. 63 \\
\hline <Show card 63> & <MONTRER CARTE 63> \\
\hline I _ m going to read off some things that people sometimes say about a democratic political system. Could you please tell me if you agree strongly, agree, disagree or disagree strongly, after I read each of them? & Verschidde Meenungen gin heiandso ausgedreckt iwer en demokrateschen politesche System. Sot mir w.e.g all Kéier op Dir ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan sid. \\
\hline Q.63C Democracies are indecisive and have too much squabbling & Q.63C d'Demokratien hun et schwéier fir Entscheedungen ze treffen, et gin zevill Streidereien \\
\hline -5 other missing & 1 ganz averstan \\
\hline -4 question not asked & 2 éischter averstan \\
\hline -3 not applicable & 3 éischter nët averstan \\
\hline -2 no answer & 4 guer nët averstan \\
\hline -1 don't know & 8 NSP \\
\hline 1 agree strongly & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{2 agree} \\
\hline 3 disagree & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 4 disagree strongly & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 63 \\ 1- Agree strongly \\ 2- Agree \\ 3- Disagree \\ 4- Disagree strongly}

Q63.

A d'Demokratie ka Problemer brengen, mee se as nachëmmer besser ewéi all aner Form vun Regierung
B an der Demokratie fonktionnéiert de wirtschaftlechen System schlecht
C d'Demokratien hun et schwéier fir Entscheedungen ze treffen, et gin zevill Streidereien D d'Demokratien kënnen d'Uerdnung nët gudd oprechterhalen
\begin{tabular}{|c|c|}
\hline V223-democracy: cannot maintain order (Q63D ) & democracy: cannot maintain order (Q63D ) \\
\hline Q. 63 & Q. 63 \\
\hline <Show card 63> & <MONTRER CARTE 63> \\
\hline I _ m going to read off some things that people sometimes say about a democratic political system. Could you please tell me if you agree strongly, agree, disagree or disagree strongly, after I read each of them? & Verschidde Meenungen gin heiandso ausgedreckt iwer en demokrateschen politesche System. Sot mir w.e.g all Kéier op Dir ganz averstan, éischter averstan, éischter nët averstan oder guer nët averstan sid. \\
\hline Q.63D Democracies aren _ t good at maintaining order & Q.63D d'Demokratien kënnen d'Uerdnung nët gudd oprechterhalen \\
\hline -5 other missing & 1 ganz averstan \\
\hline -4 question not asked & 2 éischter averstan \\
\hline -3 not applicable & 3 éischter nët averstan \\
\hline -2 no answer & 4 guer nët averstan \\
\hline -1 don't know & 8 NSP \\
\hline 1 agree strongly & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{2 agree} \\
\hline 3 disagree & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 4 disagree strongly & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 63 \\ 1- Agree strongly \\ 2- Agree \\ 3- Disagree \\ 4- Disagree strongly}

Q63.

A d'Demokratie ka Problemer brengen, mee se as nachëmmer besser ewéi all aner Form vun Regierung
B an der Demokratie fonktionnéiert de wirtschaftlechen System schlecht
C d'Demokratien hun et schwéier fir Entscheedungen ze treffen, et gin zevill Streidereien D d'Demokratien kënnen d'Uerdnung nët gudd oprechterhalen
\begin{tabular}{|c|c|}
\hline V224 - how much respect for human rights nowadays (Q64) & how much respect for human rights nowadays (Q64) \\
\hline Q. 64 & Q. 64 \\
\hline How much respect is there for individual human rights nowadays (in our country) ? Do you feel there is: & Géif Dir soen dass zu Lëtzebuerg d'Menscherechter haut ganz gut respektéiert, éischter gut respektéiert, éischter nët gut respektéiert oder guer nët gut respektéiert sin? \\
\hline \multicolumn{2}{|l|}{<read out>} \\
\hline & 1 ganz gut respektéiert \\
\hline -5 other missing & 2 éischter gut respektéiert \\
\hline -4 question not asked & 3 éischter nët gut respektéiertt \\
\hline -3 not applicable & 4 guer nët gut respektéiert \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline 1 a lot of respect for individual human rights & \\
\hline 2 some respect & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 not much respect & language documentation was developed in cooperation between the participating countries, \\
\hline 4 no respect at all & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V225-do you justify: claiming state benefits (Q65A) & do you justify: claiming state benefits (Q65A) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65A Claiming state benefits which you are not entitled to & Q.65A méi Indemnitéiten froen ewéi déi déi een ze gudd huet \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V226-do you justify: cheating on tax (Q65B ) & do you justify: cheating on tax (Q65B ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65B Cheating on tax if you have the chance & Q.65B bei der Steiererklärung fuddelen wann et méiglech as \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{9} \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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\end{tabular}

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```

CARD 65
12
Never

```


10 always
2

3


6

7

9

\section*{do you justify: joyriding (Q65C ) \\ Q. 65}

\section*{<MONTRER CARTE 65>}

Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit
< (Enoncer chaque phrase et la faire noter de 1 à 10 ) >
Q.65C en Auto huelen deen engem nët gehéiert an en Tour domat fueren

Nie ze rechtfertegen

10 Emmer ze rechtfertegen
88 NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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```

CARD 65
12
Never

```

do you justify: taking soft drugs (Q65D )
Q. 65

\section*{<MONTRER CARTE 65>}

Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit
< (Enoncer chaque phrase et la faire noter de 1 à 10 ) >
Q.65D Drogen, Marijuana oder Haschich konsoméieren

Nie ze rechtfertegen

2

3


6
7

9
10 Emmer ze rechtfertegen
88 NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V229-do you justify: lying in own interest (Q65E ) & do you justify: lying in own interest (Q65E ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65E Lying in your own interest & Q.65E léien fir séng perséinlech Interessen ze verteidegen \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V230 - do you justify: adultery (Q65F ) & do you justify: adultery (Q65F ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65F Married men/women having an affair & Q.65F eng Aventure mat engem aneren hun wann e bestuet as \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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```

CARD 65
12
Never

```

do you justify: accepting a bribe (Q65G)
Q. 65

\section*{<MONTRER CARTE 65>}

Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit
< (Enoncer chaque phrase et la faire noter de 1 à 10 ) >
Q.65G Schmiergelder am Exercice vun senger Fonktioun unhuelen

Nie ze rechtfertegen

2

3


6

7

9
10 Emmer ze rechtfertegen
88 NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}


10 always
Q. 65

2

3

4

6

7

9

\section*{do you justify: homosexuality \\ (Q65H )}

\section*{<MONTRER CARTE 65>}

Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit
< (Enoncer chaque phrase et la faire noter de 1 à 10 ) >
Q.65H Homosexualitéit

Nie ze rechtfertegen

10 Emmer ze rechtfertegen
88 NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V233-do you justify: abortion (Q651) & do you justify: abortion (Q651) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65I Abortion & Q.65I Ofdreiwung \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V234-do you justify: divorce (Q65J) & do you justify: divorce (Q65J) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65J Divorce & Q.65J Scheedung \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V235- do you justify: euthanasia (Q65K) & do you justify: euthanasia (Q65K) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65K Euthanasia (terminating the life of the incurably sick ) & Q.65K Euthanasie (dat heescht engem sengem Liewen en Ënn setzen dien nët ze heelen as ) \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{9} \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V236-do you justify: suicide (Q65L ) & do you justify: suicide (Q65L) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65L Suicide & Q.65L Suizid, Selbstmord \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V237- do you justify: throwing away litter in public place (Q65M) & do you justify: throwing away litter in public place (Q65M) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65M Throwing away litter in a public place & Q.65M Offäll op eng öffentlech Plaz geheien \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V238-do you justify: driving under influence of alcohol (Q65N) & do you justify: driving under influence of alcohol (Q65N ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65N Driving under the influence of alcohol & Q.65N Auto fueren nodeem en Alkohol gedronk huet \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
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CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}

do you justify: paying cash to avoid taxes (Q65O )
Q. 65

\section*{<MONTRER CARTE 65>}

Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit
< (Enoncer chaque phrase et la faire noter de 1 à 10 ) >
Q. 650 bor bezuelen (schwarz) fir d'Steieren ze emgoen

1 Nie ze rechtfertegen

2

3


6
7

9
10 Emmer ze rechtfertegen
88 NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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CARD 65
12
Never

```

do you justify: having casual sex (Q65P
Q. 65

\section*{<MONTRER CARTE 65>}

Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit
< (Enoncer chaque phrase et la faire noter de 1 à 10 ) >
Q.65P sexuell Relatiounen hun mat Leit déi e knapp kennt

1 Nie ze rechtfertegen

2

3
4

6

7

9
10 Emmer ze rechtfertegen
88 NSP
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V241-do you justify: smoking in public buildings (Q65Q) & do you justify: smoking in public buildings (Q65Q) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65Q Smoking in public buildings & Q.65Q op öffentlechen Plaze fëmmen \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
```

CARD 65
12
Never

```
\begin{tabular}{|c|c|}
\hline V242-do you justify: speeding over limit in built-up areas (Q65R) & do you justify: speeding over limit in built-up areas (Q65R) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65R Speeding over the limit in built-up areas & Q.65R an den Uertschaften méi séier fueren wéi erlabt as \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline O33-do you justify: avoiding fare on public transport (Q65S) & do you justify: avoiding fare on public transport (Q65S ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65S Avoiding a fare on public transport & Q.65S sech uleen fir am Zuch oder Bus nët de Bilijee ze bezuelen (schwarz fueren) \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
```

CARD 65
12
Never

```
\begin{tabular}{|c|c|}
\hline O34-do you justify: sex under legal age of consent (Q65T ) & do you justify: sex under legal age of consent (Q65T) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65T Sex under the legal age of consent & Q.65T sexuell Relatiounen mat Jonker ennert dem legalen Alter hun (Pédophilie ) \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline O35-do you justify: prostitution (Q65U) & do you justify: prostitution (Q65U ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65U Prostitution & Q.65U Prostitutioun \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|c|c|}
\hline O36-do you justify: political assassinations (Q65V ) & do you justify: political assassinations (Q65V) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65V Political assassinations & Q.65V politesche Mord \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{9} \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline O37- do you justify: experiments human embryos (Q65W ) & do you justify: experiments human embryos (Q65W ) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65W Scientific experiments on human embryos & Q.65W wëssenschaftlech Experimenter un menschlechen Embryo'en \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline 9 & \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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```

CARD 65
12
Never

```
\begin{tabular}{|c|c|}
\hline O38-do you justify: manipulation of food (Q65X) & do you justify: manipulation of food (Q65X) \\
\hline Q. 65 & Q. 65 \\
\hline <Show card 65> & <MONTRER CARTE 65> \\
\hline Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. & Fir folgend Aktiounen déi ech lech elo opzielen, kënnt Dir mir w.e.g. soen op Dir mengt dass dat ëmmer ka gerechtfertegt gin, nie ka gerechtfertegt gin oder zweschen deenen zwee läit. \\
\hline <Read out statements reversing order for alternate contacts. Code one answer for each statement> & < (Enoncer chaque phrase et la faire noter de 1 à 10 ) > \\
\hline Q.65X Genetic manipulation of food stuffs & Q.65X genëtesch Manipulatioun vun den lesswueren \\
\hline -5 other missing & 1 Nie ze rechtfertegen \\
\hline -4 question not asked & \\
\hline -3 not applicable & 2 \\
\hline -2 no answer & 3 \\
\hline -1 don't know & 4 \\
\hline 1 never & 5 \\
\hline 2 & 6 \\
\hline 3 & 7 \\
\hline 4 & 8 \\
\hline 5 & 9 \\
\hline 6 & 10 Emmer ze rechtfertegen \\
\hline 7 & 88 NSP \\
\hline 8 & 99 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{9} \\
\hline 10 always & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

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GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
```

CARD 65
12
Never

```
\begin{tabular}{|llllll|}
\hline Q65. & & \\
\hline & & & \\
\hline
\end{tabular}
\begin{tabular}{lll} 
V243 - how many compatriots: claim state benefits & (Q66A) & how many compatriots: claim state benefits \\
See v243_LU. & Note: \\
& See v243_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V243 _LU - how many compatriots: claim state benefits (Q66A LU ) (5 answer categories ) & how many compatriots: claim state benefits (Q66A LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66A lu Claiming state benefits to which they are not entitled & Q.66A lu A - Indemnitéiten froen déi een nët ze gudd huet \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire (5 instead of 4 answer categories: 5 'LU: no one, none' ) . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 66 \\ 1- Almost all \\ 2- Many \\ 3- Some \\ 4- Almost none}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll} 
V244 - how many compatriots: cheat on tax \((\) Q66B ) & how many compatriots: cheat on tax & (Q66B) \\
See v244_LU & Note: \\
& Seev244_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V244 LU - how many compatriots: cheat on tax (Q66B _ LU ) (5 answer categories ) & how many compatriots: cheat on tax (Q66B LU ) (5 answer categories ) \\
\hline Q. 66 lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66B _lu Cheating on tax if they have the chance & Q.66B _ lu B - bei der Steiererklärung fuddelen wann et méiglech as \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire (5 instead of 4 answer categories: 5 'LU: no one, none' ) . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\footnotetext{
CARD 66
1- Almost all
2- Many
3- Some
4- Almost none
}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll} 
V245 - how many compatriots: pay cash to avoid taxes & (Q66C ) & how many compatriots: pay cash to avoid taxes (Q66C) \\
\hline See v245_LU & Note: \\
& See v245_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V245 LU - how many compatriots: pay cash to avoid taxes (Q66C _ LU ) (5 answer categories ) & how many compatriots: pay cash to avoid taxes (Q66C _ LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66C lu Paying cash for services to avoid taxes & Q.66C lu C - bor bezuelen fir d'Steieren ze emgoen \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire ( 5 instead of 4 answer categories: 5 'LU: no one, none' ). & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 66 \\ 1- Almost all \\ 2- Many \\ 3- Some \\ 4- Almost none}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll} 
V246 - how many compatriots: take soft drugs (Q66D) & how many compatriots: take soft drugs (Q66D) \\
\hline See v246_LU & Note: \\
& Seev246_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V246 LU - how many compatriots: take soft drugs (Q66D _ LU ) (5 answer categories ) & how many compatriots: take soft drugs (Q66D LU ) (5 answer categories ) \\
\hline Q. 66 lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66D _lu Taking the drug marijuana or hash & Q.66D _lu D - Drogen, Marijuana oder Haschich huelen \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire (5 instead of 4 answer categories: 5 'LU: no one, none' ) . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 66 \\ 1- Almost all \\ 2- Many \\ 3- Some \\ 4- Almost none}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll}
\hline V247 - how many compatriots: throw away litter in public place (Q66E) & how many compatriots: throw away litter in public place (Q66E ) \\
\hline See v247 _LU & Note: \\
& Seev247_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V247 LU - how many compatriots: throw away litter in public place (Q66E LU ) (5 answer categories ) & how many compatriots: throw away litter in public place (Q66E _ LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66E _lu Throwing away litter in a public place & Q.66E_lu E - Offäll op eng öffentlech Plaz geheien \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire (5 instead of 4 answer categories: 5 'LU: no one, none' ). & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\footnotetext{
CARD 66
1- Almost all
2- Many
3- Some
4- Almost none
}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
V248 - how many compatriots: speed over limit in built-up areas (Q66F
See v248__U
how many compatriots: speed over limit in built-up areas
(Q66F )
Note:
See v248 LU
\begin{tabular}{|c|c|}
\hline V248 LU - how many compatriots: speed over limit in built-up areas (Q66F _LU ) (5 answer categories ) & how many compatriots: speed over limit in built-up areas (Q66F _LU ) (5 answer categories ) \\
\hline Q. 66 lu & Q. 66 lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66F _lu Speeding over the limit in built-up areas & Q.66F _ lu F - an den Uertschaften méi séier fueren wéi erlabt as \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire (5 instead of 4 answer categories: 5 'LU: no one, none' ) . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\footnotetext{
CARD 66

1- Almost all
2- Many
3- Some
4- Almost none
}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll}
\hline V249 - how many compatriots: drive under influence of alcohol \((\) Q66G ) & how many compatriots: drive under influence of alcohol (Q66G) \\
\hline See v249_LU & Note: \\
& See v249_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V249 LU - how many compatriots: drive under influence of alcohol (Q66G LU ) (5 answer categories ) & how many compatriots: drive under influence of alcohol (Q66G LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66G_lu Driving under the influence of alcohol & Q.66G_lu G - Auto fueren nodeem en Alkohol gedronk huet \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire ( 5 instead of 4 answer categories: 5 'LU: no one, none' ) . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\footnotetext{
CARD 66

1- Almost all
2- Many
3- Some
4- Almost none
}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll} 
V250 - how many compatriots: have casual sex \((\mathrm{Q} 66 \mathrm{H})\) & how many compatriots: have casual sex (Q66H) \\
\hline See v250_LU & Note: \\
& Seev250_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline V250 LU - how many compatriots: have casual sex (Q66H LU ) (5 answer categories ) & how many compatriots: have casual sex (Q66H LU ) (5 answer categories ) \\
\hline Q. 66 lu & Q. 66 _ lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q. 66 H _lu Having casual sex & Q.66H_lu H - sexuell Relatiounen hun mat Leit déi e knapp kennt \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire ( 5 instead of 4 answer categories: 5 'LU: no one, none' ) . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{ll}
\multicolumn{2}{l}{ CARD 66} \\
1- & Almost all \\
\(2-\) & Many \\
3- & Some \\
\(4-\) & Almost none
\end{tabular}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}

Note:
\begin{tabular}{|c|c|}
\hline O39 _LU - how many compatriots: avoid fare public transport (Q66I _LU ) (5 answer categories ) & how many compatriots: avoid fare public transport (Q66I LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.661_lu Avoiding a fare on public transport & Q.66I _lu sech arrangeiren fir kee Billet am Zuch oder Bus ze huelen \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire (5 instead of 4 answer categories: 5 'LU: no one, none') . & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\footnotetext{
CARD 66
1- Almost all
2- Many
3- Some
4- Almost none
}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll}
\hline O40 - how many compatriots: lie in own interest (Q66J) & how many compatriots: lie in own interest & (Q66J) \\
See O40_LU. & Note: \\
& See o40_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline O40 _LU - how many compatriots: lie in own interest (Q66J LU ) (5 answer categories ) & how many compatriots: lie in own interest (Q66J _ LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66J _lu Lying in their own interest & Q.66J _lu léien fir seng perséinlech Interessen ze verteidegen \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire ( 5 instead of 4 answer categories: 5 'LU: no one, none' ). & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 66 \\ 1- Almost all \\ 2- Many \\ 3- Some \\ 4- Almost none}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
\begin{tabular}{lll}
\hline O41 - how many compatriots: accept a bribe & \((\mathrm{Q66K})\) & how many compatriots: accept a bribe (Q66K) \\
See O41 LU. & Note: \\
& See o41_LU
\end{tabular}
\begin{tabular}{|c|c|}
\hline O41 LU - how many compatriots: accept a bribe (Q66K _LU ) (5 answer categories ) & how many compatriots: accept a bribe (Q66K LU ) (5 answer categories ) \\
\hline Q. 66 _lu & Q. 66 _lu \\
\hline <Show card 66> & <MONTRER CARTE 66> \\
\hline According to you, how many of your compatriots do the following? & Ärer Meenung no, wéi vill vun Ären Matbierger machen folgend Sachen? \\
\hline Q.66K lu Accepting a bribe in the course of their duties & Q.66K_lu Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline -5 other missing & 1 bal all \\
\hline -4 question not asked & 2 déi meescht \\
\hline -3 not applicable & 3 eng Rei \\
\hline -2 no answer & 4 e puer \\
\hline -1 don't know & 5 bal keen \\
\hline 1 LU: almost all & 8 NSP \\
\hline 2 LU: many & 9 SR \\
\hline 3 LU: some & \\
\hline 4 LU: almost none & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 LU: no one, none & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline Question not comparable to Master Questionnaire ( 5 instead of 4 answer categories: 5 'LU: no one, none' ). & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 66 \\ 1- Almost all \\ 2- Many \\ 3- Some \\ 4- Almost none}
\begin{tabular}{|ll|}
\hline Q66. & \\
\hline A & Indemnitéiten froen déi een nët ze gudd huet \\
B & bei der Steiererklärung fuddelen wann et méiglech as \\
C & bor bezuelen fir d'Steieren ze emgoen \\
D & Drogen, Marijuana oder Haschich huelen \\
E & Offäll op eng öffentlech Plaz geheien \\
F & an den Uertschaften méi séier fueren wéi erlabt as \\
G & Auto fueren nodeem en Alkohol gedronk huet \\
H & \begin{tabular}{l} 
sexuell Relatiounen hun mat Leit déi e knapp kennt \\
I \\
J sech arrangéieren fir kee Billet am Zuch oder Bus ze huelen \\
K léien fir seng perséinlech Interessen ze verteidegen
\end{tabular} \\
K & Schmiergelder am Exercice vun senger Fonktioun unhuelen \\
\hline
\end{tabular}
```

V251 - belong to geographic group - mos
Q. }6
<Show card 67>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 locality or town where you live
region of country where you live
3 your country as a whole
Europe
the world as a whole

```
(Q67)
Which of these geographical groups would you say you belong to first of all?
<Countries other than UK: Please put in corresponding explanations if necessary>

\section*{CARD 67}

1- Locality or town where you live
2- Region of country where you live
3- Your country as a whole
4- Europe
5- \(\quad\) The world as a whole

\section*{belong to geographic group - most \\ (Q67)}
Q. 67
<MONTRER CARTE 67>
Vu folgenden geographeschen Unitéiten, zu wéi enger gehéiert Dir Ärem Gefill no am éischten?
< (Une seule réponse) >

1 Déi Stat, d'Uertschaft wou Dir wunnt
2 D'Regioun (Eisléck, Minëtte, Musel ...)
3 D'ganzt Land (Lëtzebuerg)
4 Europa
5 D'ganz Welt
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

Q67 - Q69.
- Déi Stat, d'Uertschaft wou Dir wunnt
- D'Regioun (Eisléck, Minëtte, Musel ...)
- D'ganzt Land (Lëtzebuerg)
- Europa
- D'ganz Welt
\begin{tabular}{|c|c|}
\hline V252-belong to geographic group: next (Q68) & belong to geographic group: next (Q68) \\
\hline Q. 68 & Q. 68 \\
\hline <Show card 67> & An duerno? \\
\hline And the next? & < Une seule réponse) > \\
\hline \multicolumn{2}{|l|}{<Countries other than UK: Please put in corresponding explanations if necessary>} \\
\hline & 1 Déi Stat, d'Uertschaft wou Dir wunnt \\
\hline -5 other missing & 2 D'Regioun (Eisléck, Minëtte, Musel ...) \\
\hline -4 question not asked & 3 D'ganzt Land (Lëtzebuerg) \\
\hline -3 not applicable & 4 Europa \\
\hline -2 no answer & 5 D'ganz Welt \\
\hline -1 don't know & 8 NSP \\
\hline 1 locality or town where you live & 9 Keng Äntwert \\
\hline 2 region of country where you live & \\
\hline 3 your country as a whole & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 4 Europe & language documentation was developed in cooperation between the participating countries, \\
\hline 5 the world as a whole & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
Q. 68
<Show card 67>
And the next?
<Countries other than UK: Please put in corresponding explanations if necessary>
-5 other missing
-4 question not asked
3 not applicable
-2 no answer
- dontknow

2 region of country where you live
try as a whole
4 Europe
5 the world as a whole

\section*{CARD 67}

1- Locality or town where you live
2- Region of country where you live
3- Your country as a whole
4- Europe
5- The world as a whole
```

Q.68
An duerno?
Déi Stat, d'Uertschaft wou Dir wunnt
D'Regioun (Eisléck, Minëtte, Musel ...)
D'ganzt Land (Lëtzebuerg)
NSP
9 Keng Äntwert

```
 CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from questionnaires.

Q67 - Q69.
- Déi Stat, d'Uertschaft wou Dir wunnt
- D'Regioun (Eisléck, Minëtte, Musel ...)
- D'ganzt Land (Lëtzebuerg)
- Europa
- D'ganz Welt
\begin{tabular}{|c|c|}
\hline V253 - belong to geographic group: least (Q69) & belong to geographic group: least (Q69) \\
\hline Q. 69 & Q. 69 \\
\hline <Show card 67> & An zu wéi enger hut Dir d'Gefill am mannsten derzou ze gehéieren? \\
\hline \multicolumn{2}{|l|}{And which do you belong to least of all?} \\
\hline <Countries other than UK: Please put in corresponding explanations if necessary> & 1 Déi Stat, d'Uertschaft wou Dir wunnt \\
\hline & 2 D'Regioun (Eisléck, Minëtte, Musel ...) \\
\hline -5 other missing & 3 D'ganzt Land (Lëtzebuerg) \\
\hline -4 question not asked & 4 Europa \\
\hline -3 not applicable & 5 D'ganz Welt \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{1 locality or town where you live} \\
\hline 2 region of country where you live & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 your country as a whole & language documentation was developed in cooperation between the participating countries, \\
\hline 4 Europe & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 5 the world as a whole & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 67}

1- Locality or town where you live
2- Region of country where you live
3- Your country as a whole
4- Europe
5- \(\quad\) The world as a whole

Q67 - Q69.
- Déi Stat, d'Uertschaft wou Dir wunnt
- D'Regioun (Eisléck, Minëtte, Musel ...)
- D'ganzt Land (Lëtzebuerg)
- Europa
- D'ganz Welt
\begin{tabular}{|c|c|}
\hline V254-are you a citizen of ... (country ) (Q70 ) & are you a citizen of ... (country ) (Q70) \\
\hline Q. 70 & Q. 70 \\
\hline Are you a citizen of [Britain]? & Wat as Är aktuell Nationalitéit? \\
\hline \multicolumn{2}{|l|}{<Countries other than UK: Please substitute your nation for 'Britain'!>} \\
\hline <if "yes" - go to Q.71; & 1 lëtzebuergesch \\
\hline if "no" - go to Q.72> & 2 portugiesesch \\
\hline & 3 italienesch \\
\hline -5 other missing & 4 belsch \\
\hline -4 question not asked & 5 franséisch \\
\hline -3 not applicable & 6 däitsch \\
\hline -2 no answer & 7 hollänesch \\
\hline -1 don't know & 8 aner Nationalitéit, wéieng ?.............. \\
\hline \multicolumn{2}{|l|}{1 yes} \\
\hline 2 no & Note: \\
\hline & In the field questionnaire some additional country specifc questions about national identity and \\
\hline Different question wording: Interviewers asked for the 'actual nationality' (instead of 'Are you a citizen of ..?' ) . Respondents could choose out of 8 answer categories. Variable adapted to Master & immigration follow this question. Data for these extra variables is not available. \\
\hline Questionnaire by recoding code 1=1 and else=2. & \\
\hline Filter instruction has not been implemented in the field questionnaire. & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V255 - how proud are you to be a ... (country) citizen (Q71) & how proud are you to be a ... (country) citizen (Q71) \\
\hline Q. 71 & Q. 71 \\
\hline How proud are you to be a [British] citizen? & Géif Dir soen dass Dir op Är Nationaliéit houfrech sid, dat heescht (Lëtzebuerger, Portugies ) ,...ze sin \\
\hline <Countries other than UK: Please substitute your nationality for 'British'!> & Géif Dir soen dass Dir ganz houfrech, éischter houfrech, éischter nët houfrech oder guer nët houfrech sid? \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 ganz houfrech \\
\hline -3 not applicable & 2 éischter houfrech \\
\hline -2 no answer & 3 éischter nët houfrech \\
\hline -1 don't know & 4 guer nët houfrech \\
\hline 1 very proud & 8 NSP \\
\hline 2 quite proud & 9 Keng Äntwert \\
\hline 3 not very proud & \\
\hline 4 not at all proud & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, \\
\hline Deviating question text and filter rules: Interviewers asked 'how proud are you of your nationality?'; due to missing filter instructions on v254 all respondents have been asked v255. Variable adapted to Master Questionnaire by comparing v254 and v255 and recoding accordingly. & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{O45 - do you trust other people in country Q71a}
Q.71a
<Show card 71a>
Using the responses on this card, could you tell me how much you trust [British] people in general? <Countries other than UK: Please substitute your nationality for 'British'>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 trust them completely
2 trust them a little
3 neither trust nor distrust them
4 do not trust them very much
5 do not trust them at all

Due to missing filter instruction on v254, all respondents have been asked 045 .
do you trust other people in country (Q71a)
Q.71a

Wéifill Vertrauen hut Dir an d'Lëtzebuerger? Hut Dir

1 komplett Vertrauen,
2 e bëssen Vertrauen
3 weder Vertrauen nach Mësstrauen,
4 nët vill Vertrauen oder
5 guer kee Vertrauen?
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
```

V256 - which political party would you vote for
(Q72 )
Q. }7
<Show card 72>
If there was a general election tomorrow, which party would you vote for?
<Code one answer under (a ) below>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
96 I would not vote
97 I would cast a blank ballot
44201 LU: ADR (populist party )
4 4 2 0 2 ~ L U : ~ C S V ~ ( s o c i o - c a t h o l i c ~ p a r t y ~ ) ~
44203 LU: Déi Gréng (Green)
44204 LU: Déi Lenk (former communists )
4 4 2 0 5 ~ L U : ~ D e m o k r a t e s c h ~ P a r t e i ~ ( D P ; ~ l i b e r a l ~ p a r t y ) ~
44206 LU: d'Sozialisten (LSAP; socialists)
44213 LU: other

```

\section*{Note:}
```

Standardized country-specific variable containing country ISO 3166-1 identifier (CCC ) and countryspecific categories (political parties).
Different filter structure: not only respondents who don't know (v256=-1) are filtered to v257 (which political party appeals to you most ) , but also respondents who would not vote (v256=96) , who would cast a blank ballot (v256=97) , or who did not name a party (v296=-2).

```
which political party would you vote for (Q72)
Q. 72
<MONTRER CARTE 72>
Wa muer Walen wieren fir d'Chamber, fir wéi eng Partei géift Dir wielen?
< (Une seule réponse) >
A wéi eng Partei zitt iech am meeschten un?
géif wielen (72)

ADR
CSV
Déi Gréng (Les Verts)
Déi Lenk (La Gauche)
Demokratesch Partei (DP)
d'Sozialisten (LSAP)
Aner: präziséieren.. \(\qquad\)
NSP
Ech géif nët wielen goen
Ech géif wäiss wielen
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|lllll|}
\hline CARD 72 & & & \\
POLITICAL & PARTIES & NATION & SPECIFIC & LIST \\
\hline
\end{tabular}

\section*{Q72-Q73.}
- ADR
- CSV
- Déi Gréng (Les Verts)
- Déi Lenk (La Gauche)
- Demokratesch Partei (DP)
- d'Sozialisten (LSAP)
- Ech géif nët wielen goen
- Ech géif wäiss wielen
```

V257 - which political party appeals to you most
Q73 )
Q.}7
If don't know in (a):And which party appeals to you most?
<Code one answer under (b) below>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
96 I would not vote
97 I would cast a blank ballot
44201 LU: ADR (populist party )
44202 LU: CSV (socio-catholic party )
44203 LU: Déi Gréng (Green)
44204 LU: Déi Lenk (former communists )
4 4 2 0 5 ~ L U : ~ D e m o k r a t e s c h ~ P a r t e i ~ ( D P ; ~ l i b e r a l ~ p a r t y )
44206 LU: d'Sozialisten (LSAP; socialists)
44213 LU: other
Note:
Standardized country-specific variable containing country ISO 3166-1 identifier (CCC ) and country-
specific categories (political parties)
Due to different filter structure on v256 respondents who would not vote (v256=96), who cast a blank ballot (v256=97), or who did not name a party (v256=-2) have also been asked v257.

```
which political party appeals to you most (Q73)
Q. 73
<A ceux qui n'ont pas répondu à la question précédente (72) >
A wéi eng Partei zitt iech am meeschten un?
zitt am meeschten un (73)

1 ADR
2 CSV
3 Déi Gréng (Les Verts )
4 Déi Lenk (La Gauche)
5 Demokratesch Partei (DP)
d'Sozialisten (LSAP)
13 Aner: präziséieren
NSP
96 Ech géif nët wielen goen
97 Ech géif wäiss wielen
99 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q72-Q73.}
- ADR
- CSV
- Déi Gréng (Les Verts)
- Déi Lenk (La Gauche)
- Demokratesch Partei (DP)
- d'Sozialisten (LSAP)
- Ech géif nët wielen goen
- Ech géif wäiss wielen
```

V258 - work: people from less developed countries
Q. }7
<Show card 74>
How about people from less developed countries coming here to work. Which one of the following do you think the government should do?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 let anyone come who wants to
2 let people come as long as there are jobs available
3 put strict limits on the number of foreigners who can come here
4 prohibit people coming here from other countries

```

\section*{CARD 74}

A- Let anyone come who wants to
B- Let people come as long as there are jobs available
C- Put strict limits on the number of foreigners who can come here
D- Prohibit people coming here from other countries
work: people from less developed countries (Q74)
Q. 74
<MONTRER CARTE 74>
Schwätzen mir elo vun de Leit déi aus manner entwekelten Länner kommen fir hei ze schaffen. Wat misst Ärer Meenung no d'Regierung machen?

1 Jidereen dien wëllt, heihin komme loossen
2 D'Leit kommen lossen esou lang ët Arbecht gët
3 Strikt Limiten sëtzen wéi vill Leit kënnen hei hi kommen
4 De Leit aus aneren Länner verbidden hei hin ze kommen
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q74.}
- Jidereen dien wëllt, heihin komme loossen
- D'Leit kommen lossen esou lang ët Arbecht gët
- Strikt Limiten sëtzen wéi vill Leit kënnen hei hi kommen
- De Leit aus aneren Länner verbidden hei hin ze kommen

\section*{V259-immigrants: maintain own/take over customs \\ (Q75)}
Q. 75
<Show card 75>
Which of these statements is the nearest to your opinion?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 A: For the greater good of society it is better if immigrants maintain their distinct customs and traditions

2 B: For the greater good of society it is better if immigrants do not maintain their distinct customs and
traditions but take over the customs of the country

\section*{CARD 75}

A- For the greater good of society it is better if immigrants maintain their distinct customs and traditions

B- For the greater good of society it is better if immigrants do not maintain their distinct customs and traditions but take over the customs of the country
immigrants: maintain own/take over customs (Q7
Q. 75
<MONTRER CARTE 75>
Wéi ee vun folgenden Sätz as am nosten bei Ärer Meenung?

1 A: et as besser fir d'Gesellschaft dass d'Immigranten hir eege Bräich an Traditiounen behalen
2 B: et as besser fir d'Gesellschaft dass d'Immigranten hir eege Bräich nët behalen, mee déi vum Land adoptéieren

8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q75.}
et as besser fir d'Gesellschaft dass d'lmmigranten hir eege Bräich an Traditiounen behalen - et as besser fir d'Gesellschaft dass d'Immigranten hir eege Bräich nët behalen, mee déi vum Land adoptéieren
```

V260 - important: eliminating income inequalities (Q76A )
Q. }7
<Show card 76>
In order to be considered "just", what should a society provide? Please tell me for each statement if it is
important or unimportant to you. }1\mathrm{ means very important; 5 means not important at all.
Q.76A Eliminating big inequalities in income between citizens
-5 other missing
-4 question not asked
3 not applicable
2 no answer
-1 don't know
very important
2
3
4
not at all importan

```
\begin{tabular}{|llll} 
CARD 76 & & & \\
& & & \\
& 1 & 3 & 4 \\
& Very important & & 5 \\
& & & Not at all important
\end{tabular}

\section*{important: eliminating income inequalitie \\ (Q76A}
Q. 76
<MONTRER CARTE 76>
Wat muss eng Gesellschaft machen fir als gerecht ugesin ze gin ? Sot mir w.e.g. fir all Propositioun op se lech wichteg oder nët wichteg schengt. 1 heescht ganz wichteg, 5 heescht wéineg wichteg
Q.76A déi grouss Ënnerscheeder : vum Akommes tëschen den Matbierger eliminéieren

1 ganz wichteg
zimlech wichteg
3 weder nach
4 guer nët wichteg
5 wéineg wichteg
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q76.}

A éi grouss Ënnerscheeder vum Akommes tëschen den Matbierger eliminéieren
B Basisbesoin'en fir jidereen garantéieren: lesswueren, Logement, Kleedung, Erzéihung, Gesondheet

C dass jidereen Suen a Respekt an Fonktioun vun sengen Leeschtungen kritt


EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
\begin{tabular}{|llll|}
\hline CARD 76 & & & \\
& & & \\
& 1 & 2 & 3
\end{tabular}

Q76.

A
B Basisbesoin'en fir jidereen garantéieren: lesswueren, Logement, Kleedung, Erzéihung, Gesondheet
dass jidereen Suen a Respekt an Fonktioun vun sengen Leeschtungen kritt
V262 - important: recognizing people on merits (Q76C )
Q. 76
<Show card 76>
In order to be considered "just", what should a society provide? Please tell me for each statement if it is
important or unimportant to you. 1 means very important; 5 means not important at all.
Q.76C Recognizing people on their merits
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very important
2
3
4
5 not at all important
important: recognizing people on merits (Q76C )
Q. 76
<MONTRER CARTE 76>
Wat muss eng Gesellschaft machen fir als gerecht ugesin ze gin? Sot mir w.e.g. fir all Propositioun op se lech wichteg oder nët wichteg schengt. 1 heescht ganz wichteg, 5 heescht wéineg wichteg
Q.76C dass jidereen Suen a Respekt an Fonktioun vun sengen Leeschtungen kritt

1 ganz wichteg
2 zimlech wichteg
3 weder nach
4 guer nët wichteg
5 wéineg wichteg
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q76.}

A éi grouss Ënnerscheeder vum Akommes tëschen den Matbierger eliminéieren
B Basisbesoin'en fir jidereen garantéieren: lesswueren, Logement, Kleedung, Erzéihung, Gesondheet

C dass jidereen Suen a Respekt an Fonktioun vun sengen Leeschtungen kritt
\begin{tabular}{|c|c|}
\hline V263-how often do you follow politics in media (Q77) & how often do you follow politics in media (Q77) \\
\hline Q. 77 & Q. 77 \\
\hline <Show card 77> & <MONTRER CARTE 77> \\
\hline How often do you follow politics in the news on television or on the radio or in the daily papers? & Verfollegt Dir déi politesch Aktualitéit op der Televisioun, um Radio oder an der Zeitung? \\
\hline -5 other missing & 1 All Dag oder bal \\
\hline -4 question not asked & 2 E puer Mol pro Woch \\
\hline -3 not applicable & 3 1-2 Mol pro Woch \\
\hline -2 no answer & 4 Manner oft \\
\hline -1 don't know & 5 Nie \\
\hline 1 every day & 8 NSP \\
\hline 2 several times a week & 9 Keng Äntwert \\
\hline 3 once or twice a week & \\
\hline 4 less often & Note: \\
\hline 5 never & Slight deviation from Master questionnaire in wording of answer category 1: it means 'every day or quite every day' \\
\hline & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545
\begin{tabular}{|ll|}
\hline \multicolumn{2}{|l|}{ CARD 77} \\
A- & Every day \\
B- & Several times a week \\
C- & Once or twice a week \\
D- & Less often \\
E- & Never \\
\hline
\end{tabular}

Q77.

All Dag oder bal
- E puer Mol pro Woch

1-2 Mol pro Woch
Manner oft
Nie

```

V265 - people should stick to own affairs
Q. }7
<Show card 78>
Can you tell me your opinion on each of the following statements?
Q.78B People should stick to their own affairs and not show too much interest in what others say or
do
5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
agree strongly
2 agree
neither agree nor disagree
4 disagree
disagree strongly

```

\section*{people should stick to own affairs (Q78B )}
Q. 78
<MONTRER CARTE 78>
Wéi wäit sid Dir mat folgenden Sätz averstan ?
Q.78B Jidereeen muss sech em seng Sachen këmmeren ouni sech zevill ze interesséieren wat déi aner soen oder machen

1 ganz averstanen
2 éischter averstanen
3 weder nach
4 éischter nët averstanen
5 guer nët averstanen
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{Q78.}

A Wann een eng Informatioun huet déi hëllefen kann dass et zu Gerechtegkeet kennt, dann muss hien/sie déi un d'Autoritéiten weidergin
B Jidereeen muss sech em seng Sachen këmmeren ouni sech zevill ze interesséieren wat déi aner soen oder machen
\begin{tabular}{|c|c|}
\hline V266-are you concerned with: immediate family (Q79A ) & are you concerned with: immediate family (Q79A ) \\
\hline Q. 79 & Q. 79 \\
\hline <Show card 79> & <MONTRER CARTE 79> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen ....... ? \\
\hline Q.79A Your immediate family & Q.79A Vun de Memberen aus Ärer direkter Famill \\
\hline -5 other missing & 1 wirklech Ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 not at all & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 79}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

Q79.

A Vun de Memberen aus Ärer direkter Famill
B Vun de Leit aus Ärer Noperschaft
C Vun de Leit aus der Regioun wou Dir wunnt
D Vun Ären Matbierger
E Vun den Europäer
G Vun der Menschheet
H Vun den Drët-Welt Länner
\begin{tabular}{|c|c|}
\hline V267 - are you concerned with: people in neighbourhood (Q79B ) & are you concerned with: people in neighbourhood (Q79B ) \\
\hline Q. 79 & Q. 79 \\
\hline <Show card 79> & <MONTRER CARTE 79> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen ....... ? \\
\hline Q.79B People in your neighbourhood & Q.79B Vun de Leit aus Ärer Noperschaft \\
\hline -5 other missing & 1 wirklech Ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 not at all & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 79}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

Q79.

A Vun de Memberen aus Ärer direkter Famill
B Vun de Leit aus Ärer Noperschaft
C Vun de Leit aus der Regioun wou Dir wunnt
D Vun Ären Matbierger
E Vun den Europäer
G Vun der Menschheet
H Vun den Drët-Welt Länner
\begin{tabular}{|c|c|}
\hline V268 - are you concerned with: people in own region (Q79C ) & are you concerned with: people in own region (Q79C) \\
\hline Q. 79 & Q. 79 \\
\hline <Show card 79> & <MONTRER CARTE 79> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen ....... ? \\
\hline Q.79C The people of the region you live in & Q.79C Vun de Leit aus der Regioun wou Dir wunnt \\
\hline -5 other missing & 1 wirklech Ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 not at all & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 79}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

Q79.

A Vun de Memberen aus Ärer direkter Famill
B Vun de Leit aus Ärer Noperschaft
C Vun de Leit aus der Regioun wou Dir wunnt
D Vun Ären Matbierger
E Vun den Europäer
G Vun der Menschheet
H Vun den Drët-Welt Länner
\begin{tabular}{|c|c|}
\hline V269-are you concerned with: fellow countrymen (Q79D) & are you concerned with: fellow countrymen (Q79D) \\
\hline Q. 79 & Q. 79 \\
\hline <Show card 79> & <MONTRER CARTE 79> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen ....... ? \\
\hline Q.79D Your fellow countrymen & Q.79D Vun Ären Matbierger \\
\hline -5 other missing & 1 wirklech Ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 not at all & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 79}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

Q79.

A Vun de Memberen aus Ärer direkter Famill
B Vun de Leit aus Ärer Noperschaft
C Vun de Leit aus der Regioun wou Dir wunnt
D Vun Ären Matbierger
E Vun den Europäer
G Vun der Menschheet
H Vun den Drët-Welt Länner
\begin{tabular}{|c|c|}
\hline V270 - are you concerned with: Europeans (Q79E) & are you concerned with: Europeans (Q79E) \\
\hline Q. 79 & Q. 79 \\
\hline <Show card 79> & <MONTRER CARTE 79> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen ....... ? \\
\hline Q.79E Europeans & Q.79E Vun den Europäer \\
\hline -5 other missing & 1 wirklech Ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 not at all & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 79}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

Q79.

A Vun de Memberen aus Ärer direkter Famill
B Vun de Leit aus Ärer Noperschaft
C Vun de Leit aus der Regioun wou Dir wunnt
D Vun Ären Matbierger
E Vun den Europäer
G Vun der Menschheet
H Vun den Drët-Welt Länner
\begin{tabular}{|c|c|}
\hline V271- are you concerned with: humankind (Q79F) & are you concerned with: humankind (Q79F) \\
\hline Q. 79 & Q. 79 \\
\hline <Show card 79> & <MONTRER CARTE 79> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen ....... ? \\
\hline Q.79F Human kind & Q.79G Vun der Menschheet \\
\hline -5 other missing & 1 wirklech Ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Note: \\
\hline 5 notat all & In the LU questionnaire F was reversed with G \\
\hline & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
```

CARD 79
1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
\begin{tabular}{|ll|}
\hline Q79. & \\
\hline & \\
A & Vun de Memberen aus Ärer direkter Famill \\
B & Vun de Leit aus Ärer Noperschaft \\
C & Vun de Leit aus der Regioun wou Dir wunnt \\
D & Vun Ären Matbierger \\
E & Vun den Europäer \\
G & Vun der Menschheet \\
H & Vun den Drëtt-Welt Länner \\
& \\
\hline
\end{tabular}
```

V272 - are you concerned with: elderly people (Q80A )
Q. }8
<Show card 80>
Q.80A elderly people in your country
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{CARD 80}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
To what extent do you feel concerned about the living conditions of:
are you concerned with: elderly people (Q80A )
Q. 80
<MONTRER CARTE 80>
Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen...... ?
Q.80A Vun den eelere Leit zu Lëtzebuerg
wirklech ganz vill
2 vill
3 e bessen
4 éischter nët esou
5 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|ll|}
\hline Q80. & \\
\hline & \\
A & Vun den eelere Leit zu Lëtzebuerg \\
B & Vun den Arbechtslosen zu Lëtzebuerg \\
C & Vun den Immigranten zu Lëtzebuerg \\
D & Vun den kranken oder handikapéierten Leit zu Lëtzebuerg \\
E & Vun den Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
```

V273 - are you concerned with: unemployed peop
Q. }8
<Show card 80>
Q.80B unemployed people in your country
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{CARD 80}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
To what extent do you feel concerned about the living conditions of:
are you concerned with: unemployed people ..... (Q80B )

Q. 80
<MONTRER CARTE 80>
Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen...... ?
Q.80B Vun den Arbechtslosen zu Lëtzebuerg
wirklech ganz vill
2 vill
3 e bessen
4 éischter nët esou
5 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|ll|}
\hline Q80. & \\
\hline & \\
A & Vun den eelere Leit zu Lëtzebuerg \\
B & Vun den Arbechtslosen zu Lëtzebuerg \\
C & Vun den Immigranten zu Lëtzebuerg \\
D & Vun den kranken oder handikapéierten Leit zu Lëtzebuerg \\
E & Vun den Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
```

V274 - are you concerned with: immigrants
Q. }8
<Show card 80>
Q.80C immigrants in your country
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{CARD 80}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
To what extent do you feel concerned about the living conditions of:
are you concerned with: immigrants (Q80C )
Q. 80
<MONTRER CARTE 80>
Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen......?
Q.80C Vun den Immigranten zu Lëtzebuerg
wirklech ganz vill
2 vill
3 e bessen
4 éischter nët esou
5 guer nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|ll|}
\hline Q80. & \\
\hline & \\
A & Vun den eelere Leit zu Lëtzebuerg \\
B & Vun den Arbechtslosen zu Lëtzebuerg \\
C & Vun den Immigranten zu Lëtzebuerg \\
D & Vun den kranken oder handikapéierten Leit zu Lëtzebuerg \\
E & Vun den Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V275- are you concerned with: sick and disabled (Q80D ) & are you concerned with: sick and disabled (Q80D ) \\
\hline Q. 80 & Q. 80 \\
\hline <Show card 80> & <MONTRER CARTE 80> \\
\hline To what extent do you feel concerned about the living conditions of: & Wéi wäit fillt Dir lech betraff vun de Liewenskonditiounen...... ? \\
\hline Q.80D sick and disabled people in your country & Q.80D Vun den kranken oder handikapéierten Leit zu Lëtzebuerg \\
\hline -5 other missing & 1 wirklech ganz vill \\
\hline -4 question not asked & 2 vill \\
\hline -3 not applicable & 3 e bessen \\
\hline -2 no answer & 4 éischter nët esou \\
\hline -1 don't know & 5 guer nët \\
\hline 1 very much & 8 NSP \\
\hline 2 much & 9 Keng Äntwert \\
\hline 3 to a certain extent & \\
\hline 4 not so much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 not at all & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{CARD 80}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all
\begin{tabular}{|ll|}
\hline Q80. & \\
\hline & \\
A & Vun den eelere Leit zu Lëtzebuerg \\
B & Vun den Arbechtslosen zu Lëtzebuerg \\
C & Vun den Immigranten zu Lëtzebuerg \\
D & Vun den kranken oder handikapéierten Leit zu Lëtzebuerg \\
E & Vun den Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V276- are you prepared to help: immediate family (Q81A) & are you prepared to help: immediate family (Q81A ) \\
\hline Q. 81 & Q. 81 \\
\hline <Show card 81> & <MONTRER CARTE 81> \\
\hline Would you be prepared to actually do something to improve the conditions of: & Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ...... ? \\
\hline Q.81A your immediate family & Q.81A De Memberen aus Ärer direkter Famill \\
\hline -5 other missing & 1 jo, bestemmt \\
\hline -4 question not asked & 2 jo, wahrscheinlech \\
\hline -3 not applicable & 3 jo an nee \\
\hline -2 no answer & 4 wahrscheinlech nët \\
\hline -1 don't know & 5 bestemmt nët \\
\hline 1 absolutely yes & 8 NSP \\
\hline 2 yes & 9 Keng Äntwert \\
\hline 3 maybe yes/maybe no & \\
\hline 4 no & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 absolutely no & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{ll} 
CARD 81 \\
\(1-\) & Absolutely yes \\
\(2-\) & Yes \\
\(3-\) & Yes/no \\
\(4-\) & No \\
\(5-\) & Absolutely no
\end{tabular}
\begin{tabular}{|ll|}
\hline Q81. & \\
\hline A & De Memberen aus Ärer direkter Famill \\
B & De Leit aus Ärer Noperschaft \\
C & Den eelere Leit zu Lëtzebuerg \\
D & Den Immigranten zu Lëtzebuerg \\
E & Den Kranken an den Handikapéierten zu Lëtzebuerg \\
F & De Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V277 - are you prepared to help: people in neighbourhood (Q81B ) & are you prepared to help: people in neighbourhood (Q81B ) \\
\hline Q. 81 & Q. 81 \\
\hline <Show card 81> & <MONTRER CARTE 81> \\
\hline Would you be prepared to actually do something to improve the conditions of: & Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ...... ? \\
\hline Q.81B people in your neighbourhood/community & Q.81B De Leit aus Ärer Noperschaft \\
\hline -5 other missing & 1 jo, bestemmt \\
\hline -4 question not asked & 2 jo, wahrscheinlech \\
\hline -3 not applicable & 3 jo an nee \\
\hline -2 no answer & 4 wahrscheinlech nët \\
\hline -1 don't know & 5 bestemmt nët \\
\hline 1 absolutely yes & 8 NSP \\
\hline 2 yes & 9 Keng Äntwert \\
\hline 3 maybe yes/maybe no & \\
\hline 4 no & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 absolutely no & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
<Show card 81>
Would you be prepared to actually do something to improve the conditions of
Q.81B people in your neighbourhood/community
-5 other missing
4 question not asked
,

1 absolutely yes

4 no
5 absolutely no
```

CARD 81
1- Absolutely yes
2- Yes
3- Yes/no
4- No
5- Absolutely no

```
are you prepared to help: people in neighbourhood (Q81B)

Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ......
Q.81B De Leit aus Ärer Noperschaft

1 jo, bestemmt
jo, wahrscheinlech
jo an nee
wahrscheinlech nët

NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original lange may differ from country to country. For some countries missing values have been adopted and questionnaires.
\begin{tabular}{|ll|}
\hline Q81. & \\
\hline A & De Memberen aus Ärer direkter Famill \\
B & De Leit aus Ärer Noperschaft \\
C & Den eelere Leit zu Lëtzebuerg \\
D & Den Immigranten zu Lëtzebuerg \\
E & Den Kranken an den Handikapéierten zu Lëtzebuerg \\
F & De Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V278- are you prepared to help: elderly people (Q81C ) & are you prepared to help: elderly people (Q81C ) \\
\hline Q. 81 & Q. 81 \\
\hline <Show card 81> & <MONTRER CARTE 81> \\
\hline Would you be prepared to actually do something to improve the conditions of: & Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ......? \\
\hline Q.81C elderly people in your country & Q.81C Den eelere Leit zu Lëtzebuerg \\
\hline -5 other missing & 1 jo, bestemmt \\
\hline -4 question not asked & 2 jo, wahrscheinlech \\
\hline -3 not applicable & 3 jo an nee \\
\hline -2 no answer & 4 wahrscheinlech nët \\
\hline -1 don't know & 5 bestemmt nët \\
\hline 1 absolutely yes & 8 NSP \\
\hline 2 yes & 9 Keng Äntwert \\
\hline 3 maybe yes/maybe no & \\
\hline 4 no & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 absolutely no & language documentation was developed in cooperation between the participating countries, \\
\hline & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
<Show card 81>
Would you be prepared to actually do something to improve the conditions of
Q.81C elderly people in your country
-5 other missing
-3 not applicable
-2 no answer

1 absolutely yes

3 maybe yes/maybe no
4 no
5 absolutely no
```

CARD 81
1- Absolutely yes
2- Yes
3- Yes/no
4- No
5- Absolutely no

```
are you prepared to help: elderly people (Q81C )

Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ...... ?
Q.81C Den eelere Leit zu Lëtzebuerg
jo, bestemmt
jo, wahrscheinlech
jo an nee
wahrscheinlech nët

NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original g countries may differ from country to country. For some countries missing values have been adopted and questionnaires.
\begin{tabular}{|ll|}
\hline Q81. & \\
\hline & \\
A & De Memberen aus Ärer direkter Famill \\
B & De Leit aus Ärer Noperschaft \\
C & Den eelere Leit zu Lëtzebuerg \\
D & Den Immigranten zu Lëtzebuerg \\
E & Den Kranken an den Handikapéierten zu Lëtzebuerg \\
F & De Flüchtlingen zu Lëtzebuerg
\end{tabular}
\begin{tabular}{|c|c|}
\hline V279 - are you prepared to help: immigrants (Q81D ) & are you prepared to help: immigrants (Q81D ) \\
\hline Q. 81 & Q. 81 \\
\hline <Show card 81> & <MONTRER CARTE 81> \\
\hline Would you be prepared to actually do something to improve the conditions of: & Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ...... ? \\
\hline Q.81D immigrants in your country & Q.81D Den Immigranten zu Lëtzebuerg \\
\hline -5 other missing & 1 jo, bestemmt \\
\hline -4 question not asked & 2 jo, wahrscheinlech \\
\hline -3 not applicable & 3 jo an nee \\
\hline -2 no answer & 4 wahrscheinlech nët \\
\hline -1 don't know & 5 bestemmt nët \\
\hline 1 absolutely yes & 8 NSP \\
\hline 2 yes & 9 Keng Äntwert \\
\hline 3 maybe yes/maybe no & \\
\hline 4 no & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 5 absolutely no & language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

Would you be prepared to actually do something to improve the conditions of:

\section*{Q.81D immigrants in your country}
-5 other missing
-3 not applicable
-2 no answer

1 absolutely yes

3 maybe yes/maybe no
4 no
5 absolutely no

\section*{are you prepared to help: immigrants}

Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ...... ?
Q.81D Den Immigranten zu Lëtzebuerg
jo, bestemmt
jo, wahrscheinlech
jo an nee
wahrscheinlech nët

NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values translated drectly from dat for ohers they were documented according to the respecive fied questionnaires.
```

CARD 81
Absolutely yes
Yes
Yes/no
No
Absolutely no

```
\begin{tabular}{|ll|}
\hline Q81. & \\
\hline A & De Memberen aus Ärer direkter Famill \\
B & De Leit aus Ärer Noperschaft \\
C & Den eelere Leit zu Lëtzebuerg \\
D & Den Immigranten zu Lëtzebuerg \\
E & Den Kranken an den Handikapéierten zu Lëtzebuerg \\
F & De Flüchtlingen zu Lëtzebuerg \\
\hline
\end{tabular}
```

Q. }8
<Show card 81>
Q.81E sick and disabled people in your country
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 absolutely yes
2 yes
3 maybe yes/maybe no
no
5 absolutely no

```

\section*{CARD 81}
```

1- Absolutely yes
2- Yes
3- Yes/no
4- No
5- Absolutely no

```
V280 - are you prepared to help: sick and disabled (Q81E )
Would you be prepared to actually do something to improve the conditions of:
are you prepared to help: sick and disabled (Q81E )
Q. 81
<MONTRER CARTE 81>
Wierd Dir prëtt fir wirklech ëppes ze machen fir d'Liewenskonditiounen ze verbesseren vun ...... ?
....?
Q.81E Den Kranken an den Handikapéierten zu Lëtzebuerg
1 jo, bestemmt
2 jo, wahrscheinlech
3 jo an nee
4 wahrscheinlech nët
5 bestemmt nët
8 NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|ll|}
\hline Q81. & \\
\hline & \\
A & De Memberen aus Ärer direkter Famill \\
B & De Leit aus Ärer Noperschaft \\
C & Den eelere Leit zu Lëtzebuerg \\
D & Den Immigranten zu Lëtzebuerg \\
E & Den Kranken an den Handikapéierten zu Lëtzebuerg \\
F & De Flüchtlingen zu Lëtzebuerg
\end{tabular}
\begin{tabular}{|c|c|}
\hline V281-help elderly: is moral duty (Q82A) & help elderly: is moral duty (Q82A ) \\
\hline Q. 82 & Q. 82 \\
\hline <INTERVIEWER: ONLY those who have absolutely yes or yes on 81c!> & <MONTRER CARTE 82. A CEUX QUI ONT REPONDU OUI EN Q81 C (CODE 1 OU 2 ) > \\
\hline <Show card 82> & Firwat wier Dir gewëllt ëppes ze machen fir den eelere Leit zu Lëtzebuerg ze hëllefen? \\
\hline There can be several reasons to do something to help the elderly people your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not. & <Coder une réponse par ligne.> \\
\hline <Code an answer for each reason> & Q.82A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen \\
\hline Q.82A Because you feel you have a moral duty to help & 1 ganz vill \\
\hline & 2 vill \\
\hline -5 other missing & 3 an engem gewessene Sënn \\
\hline -4 question not asked & 4 nët vill \\
\hline -3 not applicable & 5 guer nët vill \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{1 very much} \\
\hline 2 much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 to a certain extent & language documentation was developed in cooperation between the participating countries, \\
\hline 4 not so much & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 5 not at all & may differ from country to country. For some countries missing values have been adopted and \\
\hline & translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{SHOW CARD 82}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an méngem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
\begin{tabular}{|c|c|}
\hline V282- help elderly: sympathize with them (Q82B ) & help elderly: sympathize with them (Q82B) \\
\hline Q. 82 & Q. 82 \\
\hline <INTERVIEWER: ONLY those who have absolutely yes or yes on 81c!> & <MONTRER CARTE 82. A CEUX QUI ONT REPONDU OUI EN Q81 C (CODE 1 OU 2 ) > \\
\hline <Show card 82> & Firwat wier Dir gewëllt ëppes ze machen fir den eelere Leit zu Lëtzebuerg ze hëllefen? \\
\hline There can be several reasons to do something to help the elderly people your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not. & <Coder une réponse par ligne.> \\
\hline <Code an answer for each reason> & Q.82B Aus Sympathie \\
\hline Q.82B Because you sympathize with them & \[
\begin{array}{ll}
1 & \text { ganz vill } \\
2 & \text { vill }
\end{array}
\] \\
\hline -5 other missing & 3 an engem gewessene Sënn \\
\hline -4 question not asked & 4 nët vill \\
\hline -3 not applicable & 5 guer nët vill \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline 1 very much & \\
\hline 2 much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 to a certain extent & language documentation was developed in cooperation between the participating countries, \\
\hline 4 not so much & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 5 not at all & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
Q. 82

Firwat wier Dir gewëllt ëppes ze machen fir den eelere Leit zu Lëtzebuerg ze hëllefen?
Q.82B Aus Sympathie
ganz vill
vill
gewessene Sënn

NSP
Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, may differ from country to country. For some countries missing values have been adopted and questionnaires.

\section*{SHOW CARD 82}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an méngem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
\begin{tabular}{|c|c|}
\hline V283 - help elderly: is in interest of society (Q82C ) & help elderly: is in interest of society (Q82C ) \\
\hline Q. 82 & Q. 82 \\
\hline <INTERVIEWER: ONLY those who have absolutely yes or yes on 81c!> & <MONTRER CARTE 82. A CEUX QUI ONT REPONDU OUI EN Q81 C (CODE 1 OU 2 ) > \\
\hline <Show card 82> & Firwat wier Dir gewëllt ëppes ze machen fir den eelere Leit zu Lëtzebuerg ze hëllefen? \\
\hline There can be several reasons to do something to help the elderly people your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not. & <Coder une réponse par ligne.> \\
\hline <Code an answer for each reason> & Q.82C Et as am Interesse vun der Gesellschaft \\
\hline Q.82C Because it is in the interest of society & \[
\begin{array}{ll}
1 & \text { ganz vill } \\
2 & \text { vill }
\end{array}
\] \\
\hline -5 other missing & 3 an engem gewessene Sënn \\
\hline -4 question not asked & 4 nët vill \\
\hline -3 not applicable & 5 guer nët vill \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline 1 very much & \\
\hline 2 much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 to a certain extent & language documentation was developed in cooperation between the participating countries, \\
\hline 4 not so much & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 5 not at all & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{SHOW CARD 82}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an méngem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
\begin{tabular}{|c|c|}
\hline V284 - help elderly: is in own interest (Q82D ) & help elderly: is in own interest (Q82D ) \\
\hline Q. 82 & Q. 82 \\
\hline <INTERVIEWER: ONLY those who have absolutely yes or yes on 81c!> & <MONTRER CARTE 82. A CEUX QUI ONT REPONDU OUI EN Q81 C (CODE 1 OU 2) > \\
\hline <Show card 82> & Firwat wier Dir gewëllt ëppes ze machen fir den eelere Leit zu Lëtzebuerg ze hëllefen? \\
\hline There can be several reasons to do something to help the elderly people your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not. & <Coder une réponse par ligne.> \\
\hline <Code an answer for each reason> & Q.82D Et as an méngem eegenen Interesse \\
\hline Q.82D Because it is in your own interest & 1 ganz vill \\
\hline & 2 vill \\
\hline -5 other missing & 3 an engem gewessene Sënn \\
\hline -4 question not asked & 4 nët vill \\
\hline -3 not applicable & 5 guer nët vill \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline \multicolumn{2}{|l|}{1 very much} \\
\hline 2 much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 to a certain extent & language documentation was developed in cooperation between the participating countries, \\
\hline 4 not so much & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 5 not at all & may differ from country to country. For some countries missing values have been adopted and \\
\hline & translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{SHOW CARD 82}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an méngem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
\begin{tabular}{|c|c|}
\hline V285 - help elderly: do something in return (Q82E ) & help elderly: do something in return (Q82E ) \\
\hline Q. 82 & Q. 82 \\
\hline <INTERVIEWER: ONLY those who have absolutely yes or yes on 81c!> & <MONTRER CARTE 82. A CEUX QUI ONT REPONDU OUI EN Q81 C (CODE 1 OU 2 ) > \\
\hline <Show card 82> & Firwat wier Dir gewëllt ëppes ze machen fir den eelere Leit zu Lëtzebuerg ze hëllefen? \\
\hline There can be several reasons to do something to help the elderly people your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not. & <Coder une réponse par ligne.> \\
\hline <Code an answer for each reason> & Q.82E Mir hun eng Schold vis-à-vis vun hinnen \\
\hline Q.82E To do something in return & \[
\begin{array}{ll}
1 & \text { ganz vill } \\
2 & \text { vill }
\end{array}
\] \\
\hline -5 other missing & 3 an engem gewessene Sënn \\
\hline -4 question not asked & 4 nët vill \\
\hline -3 not applicable & 5 guer nët vill \\
\hline -2 no answer & 8 NSP \\
\hline -1 don't know & 9 Keng Äntwert \\
\hline 1 very much & \\
\hline 2 much & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original \\
\hline 3 to a certain extent & language documentation was developed in cooperation between the participating countries, \\
\hline 4 not so much & CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values \\
\hline 5 not at all & may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}

\section*{SHOW CARD 82}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an méngem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
```

V286 - help immigrants: is moral duty (Q83A )
Q. }8
<INTERVIEWER: ONLY those who have absolutely yes or yes on 81d!>
<Show card 83> each of the reasons I am going to read out, if they apply to you or not?
<Code an answer for each reason>
Q.83A Because you feel you have a moral duty to help
-5 other missing
4 question not asked
-3 not applicable
-2 no answer

- 1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

There can be several reasons to do something to help immigrants in your country. Please tell me fo

\section*{SHOW CARD 83}

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all
help immigrants: is moral duty (Q83A)
Q. 83
<MONTRER CARTE 83. A CEUX QUI ONT REPONDU OUI EN Q81 D (CODE 1 OU 2 ) >
Firwat wier Dir gewëllt ëppes ze machen fir den Immigranten zu Lëtzebuerg ze hëllefen ?
<Coder une réponse par ligne. >
Q.83A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
ganz vill
2 vill
3 an engem gewessene Sënn
4 nët vill
5 guer nët vill
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an mengem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
```

V287 - help immigrants: sympathize with them
Q. }8
<Show card 83>
<Code an answer for each reason>

```

\section*{Q.83B Because you sympathize with them}
```

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{SHOW CARD 83}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
(Q83B)
<INTERVIEWER: ONLY those who have absolutely yes or yes on 81d!>

There can be several reasons to do something to help immigrants in your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not?
help immigrants: sympathize with them (Q83B)
Q. 83
<MONTRER CARTE 83. A CEUX QUI ONT REPONDU OUI EN Q81 D (CODE 1 OU 2 ) >
Firwat wier Dir gewëllt ëppes ze machen fir den Immigranten zu Lëtzebuerg ze hëllefen ?
<Coder une réponse par ligne. >
Q.83B Aus Sympathie
ganz vill
2 vill
3 an engem gewessene Sënn
4 nët vill
5 guer nët vill
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an mengem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
```

V288 - help immigrants: is in interest of society
Q. }8
<Show card 83>
<Code an answer for each reason>

```

\section*{Q.83C Because it is in the interest of society}
```

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{SHOW CARD 83}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
    (Q83C)
<INTERVIEWER: ONLY those who have absolutely yes or yes on 81d!>

There can be several reasons to do something to help immigrants in your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not?
help immigrants: is in interest of society (Q83C)
Q. 83
<MONTRER CARTE 83. A CEUX QUI ONT REPONDU OUI EN Q81 D (CODE 1 OU 2 ) >
Firwat wier Dir gewëllt ëppes ze machen fir den Immigranten zu Lëtzebuerg ze hëllefen ?
<Coder une réponse par ligne. >
Q.83C Et as am Interesse vun der Gesellschaft

1 ganz vill
2 vill
3 an engem gewessene Sënn
4 nët vill
5 guer nët vill
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an mengem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
```

V289 - help immigrants: is in own intere
Q. }8
<Show card 83>
<Code an answer for each reason>

```

\section*{Q.83D Because it is in your own interest}
```

-5 other missing
4 question not asked
-3 not applicable
-2 no answer

- 1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{SHOW CARD 83}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
    (Q83D )
<INTERVIEWER: ONLY those who have absolutely yes or yes on 81d!>

There can be several reasons to do something to help immigrants in your country. Please tell me fo each of the reasons I am going to read out, if they apply to you or not?
help immigrants: is in own interest (Q83D )
Q. 83
<MONTRER CARTE 83. A CEUX QUI ONT REPONDU OUI EN Q81 D (CODE 1 OU 2 ) >
Firwat wier Dir gewëllt ëppes ze machen fir den Immigranten zu Lëtzebuerg ze hëllefen ?
<Coder une réponse par ligne. >
Q.83D Et as an mengem eegenen Interesse

1 ganz vill
2 vill
3 an engem gewessene Sënn
4 nët vill
5 guer nët vill
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an mengem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
```

V290 - help immigrants: do something in return
Q. }8
<Show card 83>
<Code an answer for each reason>

```

\section*{Q.83E To do something in return}
```

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 very much
2 much
3 to a certain extent
4 not so much
5 not at all

```

\section*{SHOW CARD 83}
```

1- Very much
2- Much
3- To a certain extent
4- Not so much
5- Not at all

```
(Q83E)
<INTERVIEWER: ONLY those who have absolutely yes or yes on 81d!>

There can be several reasons to do something to help immigrants in your country. Please tell me for each of the reasons I am going to read out, if they apply to you or not?

\section*{help immigrants: do something in return (Q83E )}
Q. 83
<MONTRER CARTE 83. A CEUX QUI ONT REPONDU OUI EN Q81 D (CODE 1 OU 2 ) >
Firwat wier Dir gewëllt ëppes ze machen fir den Immigranten zu Lëtzebuerg ze hëllefen ?
<Coder une réponse par ligne. >
Q.83E Mir hun eng Schold vis-à-vis vun hinnen

1 ganz vill
2 vill
3 an engem gewessene Sënn
4 nët vill
5 guer nët vill
NSP
9 Keng Äntwert

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

A Et as fir mech eng moralesch Pflicht fir hinnen ze hellefen
B Aus Sympathie
C Et as am Interesse vun der Gesellschaft
D Et as an mengem eegenen Interesse
E Mir hun eng Schold vis-à-vis vun hinnen
\begin{tabular}{|c|c|}
\hline V291- sex respondent (Q84) & sex respondent (Q84) \\
\hline Q. 84 & Q. 84 \\
\hline <Ask all> & <DEMOGRAPHIE> \\
\hline <Demographics> & Sexe de la personne interrrogée \\
\hline Sex of respondent & \\
\hline & 1 - Mann \\
\hline -5 other missing & 2 - Fra \\
\hline -4 question not asked & \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 1 male & \\
\hline 2 female & \\
\hline
\end{tabular}
\begin{tabular}{l|l} 
V292 - year of birth respondent (Q85) & year of birth respondent (Q85) \\
Q.85 & Q.85 \\
Can you tell me your year of birth, please 19.. & Kennt Dir mir Ärt Gebuertsjoer soen :........... \\
& \\
-5 & other missing \\
-4 & question not asked \\
-3 & not applicable \\
-2 & no answer \\
-1 & don't know
\end{tabular}

\section*{age - age: respondent (constructed)}

Age respondent (constructed)

Source variable: v292
[Can you tell me your year of birth, please 19..]
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
age: respondent (constructed)
ge respondent (constructed)

Source variable: v292
[Kennt Dir mir Ärt Gebuertsjoer soen : ........]
\begin{tabular}{|c|c|}
\hline age \(\_\)r-age (recoded) & age (recoded) \\
\hline Age - recoded (6 intervals ) & Age - recoded (6 intervals ) \\
\hline Source variable: age & Source variable: age \\
\hline -5 other missing & \\
\hline -4 question not asked & \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 1 15-24 & \\
\hline 2 25-34 & \\
\hline 3 35-44 & \\
\hline 4 45-54 & \\
\hline 5 55-64 & \\
\hline 665 and more years & \\
\hline
\end{tabular}


Age - recoded (3 intervals )

Source variable: age
age (recoded into 3 intervals )
Age - recoded (3 intervals )

Source variable: age

\section*{-5 other missing}
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 15-29 years
2 30-49 years
350 and more years
\begin{tabular}{|c|c|}
\hline V293-having steady relationship (Q86) & having steady relationship (Q86) \\
\hline Q. 86 & Q. 86 \\
\hline Whether you are married or not: Do you live in a stable relationship with a partner? <if "no" - go to 88> & Wunnt Dir mat engem zesummen, egal ob Dir bestuet sid oder nët? <Si non : aller à Q.88> \\
\hline -5 other missing & 1 Jo \\
\hline -4 question not asked & 2 Nee \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 1 yes & \\
\hline 2 no & \\
\hline
\end{tabular}

V295 - did you live with a partner before (Q88)
Q. 88
Did you ever live in a stable relationship before, i.e. without being married?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 yes
2 no
Due to the additional filter on v294 none of the respondents with a valid code on v294 has been asked
v295.

\section*{v295.}
did you live with a partner before
Q. 88

Hut Dir an der Koppel zesummen gelieft ouni bestuet ze sin?

1 - Jo
2 - Nee
3 - Trefft nët zou

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
```

V296 - current legal marital status responden
(Q89 )
Q. }8
What is your current legal marital status?
<if "divorced" or "never married"- go to Q.91>
-5 other missing
4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 married
2 widowed
divorced
4 separated
5 never married
cohabiting
single

```

\section*{Note:}
```

Response categories 6 and 7 were not included in Master Questionnaire but in several national data sets. Thus, for the integrated data set these additional response categories were adopted
Due to the additional filter on v294 none of the respondents with v293=1 and v294=1 has been asked v296; hence, for these respondents the legal marital status has been inferred from v294.

```
current legal marital status respondent (Q89)
Q. 89

Wat as Ären Zivilstand?

1 Bestuet
2 Wittman/Wittfra
3 Gescheed
4 Getrënnt
5 War nie bestued
6 NSP
7 Keng Äntwert
8 Trefft nët zou

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline V297- have you ever been divorced (Q90) & have you ever been divorced (Q90) \\
\hline Q. 90 & Q. 90 \\
\hline Have you ever been divorced? & <NE PAS POSER AUX PERSONNES DIVORCEES (cf Q89) NI A CELLES QUI N'ETAIENT JAMAIS MARIEES> \\
\hline -5 other missing & Sid Dir schon eng Kéier gescheed gin ? \\
\hline -4 question not asked & \\
\hline -3 not applicable & 1 Jo \\
\hline -2 no answer & 2 Nee \\
\hline -1 don't know & 8 NSP \\
\hline 1 yes & 9 Keng Äntwert \\
\hline 2 no & 10 Trefft nët zou \\
\hline & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V298 - how many children have you yourself ever had (Q91) & how many children have you yourself ever had (Q91) \\
\hline Q. 91 & Q. 91 \\
\hline How many children, including deceased children, have you yourself ever had? & \begin{tabular}{l}
Wéi vill Kanner hut Dir kritt? \\
< (Enquêteur, préciser: y compris les éventuels enfants décédés, si c'est nécessaire ) >
\end{tabular} \\
\hline -5 other missing & \\
\hline -4 question not asked & 0 - Keen \\
\hline -3 not applicable & 1 - En Kand \\
\hline -2 no answer & 2 - Zwee Kanner \\
\hline -1 don't know & 3 - Dräi Kanner \\
\hline 0 no child & 4 - Féier Kanner \\
\hline 11 child & 5 - Fennef Kanner \\
\hline 22 children & 6 - Sechs Kanner \\
\hline 33 children & 7 - Méi wéi sechs Kanner \\
\hline 44 children & \\
\hline 55 children & \\
\hline 66 children & \\
\hline 7 more than 6 children & \\
\hline
\end{tabular}
\begin{tabular}{lll} 
V299 - number of people in household aged 18+ (Q92A ) & number of people in household aged 18+ (Q92A) \\
\begin{tabular}{ll} 
Q.92 & Q.92 \\
How many people, including yourself, are currently living in your household? & \begin{tabular}{l} 
Wéi vill Leit, lech mat abegraff, liewen an Ärem Stot? \\
<noter>
\end{tabular} \\
Q.92A Aged 18 and over & Q.92A 1-Persounen iwer 18 Joer \\
-5 & other missing \\
-4 & question not asked \\
-3 & not applicable \\
-2 & no answer \\
-1 & don't know
\end{tabular} & \\
\hline
\end{tabular}

13 respondents with v299=1 (persons, including yourself, aged 18 and over living in household: 1) nonetheless reported to live with their parents ( \(\mathbf{N} 305=1\) ); 12 of them never did marry ( \(v 296=5\) ) ; the other one has a-1 (dk) on v296.
\begin{tabular}{lll} 
V300 - number of people in household aged 13-17 & (Q92B) & number of people in household aged 13-17 (Q92B) \\
\begin{tabular}{ll} 
Q.92 & Q.92 \\
How many people, including yourself, are currently living in your household? & \begin{tabular}{l} 
Wéi vill Leit, lech mat abegraff, liewen an Ärem Stot? \\
<noter>
\end{tabular} \\
Q.92B Aged between 13 and 17 & Q.92B 2-Persounen vun 13 an 17 Joer \\
-5 & other missing \\
-4 & question not asked \\
-3 & not applicable \\
-2 & no answer \\
-1 & don't know
\end{tabular} & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V301-number of people in household aged 5-12 (Q92C) & number of people in household aged 5-12 (Q92C ) \\
\hline Q. 92 & Q. 92 \\
\hline How many people, including yourself, are currently living in your household? & Wéi vill Leit, lech mat abegraff, liewen an Ärem Stot? <noter> \\
\hline Q.92C Aged between 5 and 12 & \\
\hline & Q.92C 3 - Persounen vun 5 bis 12 Joer \\
\hline -5 other missing & \\
\hline -4 question not asked & \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline
\end{tabular}
\begin{tabular}{l|l} 
V302 - number of people in household under age of 5 & (Q92D )
\end{tabular} \begin{tabular}{l} 
number of people in household under age of 5 (Q92D) \\
\begin{tabular}{ll} 
Q. 92 & Q.92 \\
How many people, including yourself, are currently living in your household? & \begin{tabular}{l} 
Wéi vill Leit, lech mat abegraff, liewen an Ärem Stot? \\
<noter>
\end{tabular} \\
Q.92D Under 5 & Q.92D 4 - Personunen vun manner ewéi 5 Joer \\
-5 & other missing \\
-4 & question not asked \\
-3 & not applicable \\
-2 & no answer \\
-1 & don't know
\end{tabular}
\end{tabular}
```

V303 - age completed education respondent (Q93)
Q. }9
At what age did you (or will you ) complete your full time education, either at school or at an institution
of higher education? Please exclude apprenticeships
<lf respondent is still at school, ask: at what age do you expect you will have completed you
education?>
< (Write in age ) ...>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know

```
age completed education respondent (Q93)
Q. 93

Mat wéi vill Joer hut Dir (oder hut Dir welles ) opgehal vollzäiteg an d'Schoul ze goen, egal op dat an der Primärschoul, am Lycée oder op der Uni wor, ouni eventuell Joeren wou Dir an der Léier word. <Alter kloer notéieren>
v303 \(r\) - age completed education respondent (Q93) (recoded in intervals)
Age completed education - recoded in intervals
Source variable: v303
[At what age did you (or will you ) complete your full time education, either at school or at an institution
of higher education? Please exclude apprenticeships.]
age completed education respondent (Q93) (recoded in intervals )
Age completed education - recoded in intervals

Source variable: v303
[Mat wéi vill Joer hut Dir (oder hut Dir welles ) opgehal vollzäiteg an d'Schoul ze goen, egal op dat an der Primärschoul, am Lycée oder op der Uni wor, ouni eventuell Joeren wou Dir an der Léier word.]
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
0 no formal education
\(1<12\) years
213 years
314 years
415 years
516 years
617 years
718 years
819 years
920 years
1021 +years
\begin{tabular}{|c|c|c|}
\hline V304- highest educational level attained respondent (8 categories) (Q94) & highest educational level attained respondent (8 categories) & (Q94) \\
\hline Q. 94 & Q. 94 & \\
\hline What is the highest level you have reached in your education? & Wat fir Schoulen hut Dir mat Erfolleg ofgeschloss? & \\
\hline <To be measured as detailed as possible on national level and to be transformed into this variable> & <NOTER : ...................................> & \\
\hline -5 other missing & 1 - école primaire (non terminée) & \\
\hline -4 question not asked & 2 - école primaire (terminée) & \\
\hline -3 not applicable & 3 - début de formation professionnelle & \\
\hline -2 no answer & 4 - formation professionnelle CATP & \\
\hline -1 don't know & 5 - secondaire 1er cycle & \\
\hline 1 inadequately completed elementary education & 6 - secondaire 2ième cycle & \\
\hline 2 completed (compulsory) elementary education & 7 - études supérieures ( \(\mathrm{Bac}+1,+2,+3\) ) & \\
\hline 3 (compulsory) elementary education and basic vocational qualification & 8 - études supérieures (Bac \(+4,+5 \mathrm{asw}\).) & \\
\hline 4 secondary, intermediate vocational qualification & & \\
\hline 5 secondary, intermediate general qualification & & \\
\hline 6 full secondary, maturity level certificate & & \\
\hline 7 higher education - lower-level tertiary certificate & & \\
\hline 8 higher education - upper-level tertiary certificate & & \\
\hline
\end{tabular}
\begin{tabular}{lll} 
v304_r-education level respondent (Q94) & (recoded) & education level respondent (Q94) (recoded) \\
\hline Education level - recoded (3 categories ) & Education level-recoded (3 categories) \\
Source variable: v304 & \begin{tabular}{l} 
Source variable: v304
\end{tabular} \\
[What is the highest level you have reached in your education?] & [Wat fir Schoulen hut Dir mat Erfolleg ofgeschloss?]
\end{tabular}
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 lower
2 middle
3 upper
\begin{tabular}{|c|c|c|}
\hline V305-do you live with your parents (Q95) & do you live with your parents & (Q95) \\
\hline Q. 95 & Q. 95 & \\
\hline Do you live with your parents? & Liewt Dir bei Ären Elteren & \\
\hline -5 other missing & 1 - Jo & \\
\hline -4 question not asked & 2 - Nee & \\
\hline -3 not applicable & & \\
\hline -2 no answer & & \\
\hline -1 don't know & & \\
\hline 1 yes & & \\
\hline 2 no & & \\
\hline 13 respondents with v299=1 (persons, including yourself, aged 18 and over living in household: 1) nonetheless reported to live with their parents (v305=1); 12 of them never did marry (v296=5) ; the other one has a-1 (dk) on v296. & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V306-employment status (Q96) & employment status (Q96) \\
\hline Q. 96 & Q. 96 \\
\hline \begin{tabular}{l}
Are you yourself employed now or not? If yes: About how many hours a week? \\
<lf more than one job: only for the main job> \\
<if "self-employed" - go to Q.100; \\
if "retired/pensioned" - go to Q.101; \\
if "housewife not otherwise employed" , "student" or "other" - go to Q.105; \\
if "unemployed" - go to Q.104>
\end{tabular} & \begin{tabular}{l}
Hut Dir am Moment eng bezuelten berufflech Aktivitéit? \\
(Wa jo ) wéi vill Stonnen pro Woch ? \\
<Si 3 : aller à Q. 100 \\
Si 4 : aller à Q. 101 \\
Si 5 : aller à Q. 105 \\
Si 6 : aller à Q. 105 \\
Si 7 : aller à Q. 104
\end{tabular} \\
\hline \begin{tabular}{l}
-5 other missing \\
-4 question not asked
\end{tabular} & Si 8 : aller à Q.105> \\
\hline -3 not applicable & 1 - jo, 30 Stonnen oder méi (temps plein) \\
\hline -2 no answer & 2 - jo, manner wéi 30 Stonnen (temps partiel) \\
\hline -1 don't know & 3 - selbststänneg \\
\hline 1 has paid employment: 30h a week or more & 4 - nee, pensionnéiert \\
\hline 2 has paid employment: less than 30h a week & 5 - nee, doheem ouni Aktivitéit \\
\hline 3 has paid employment: self employed & 6 - nee, Schüler oder Student \\
\hline 4 if no paid employment: retired/pensioned & 7 - nee, arbechtslos \\
\hline 5 if no paid employment: housewife not otherwise employed & 8 - Aner: (Notéieren : ..............) \\
\hline 6 if no paid employment: student & \\
\hline 7 if no paid employment: unemployed & \\
\hline 8 if no paid employment: other (please specify ) ... & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V307-do you supervise someone (Q97) & do you supervise someone (Q97) \\
\hline Q. 97 & Q. 97 \\
\hline In your present job, do you supervise anyone who is directly responsible to you? & An Ärer Arbecht, kontrolléiert Dir eng oder méi Persounen déi direkt un lech Rechenschaft mussen ofgin \\
\hline \multirow[t]{2}{*}{<if "no" - go to Q.101>} & ? \\
\hline & <Si non : aller à Q.101> \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 - Jo \\
\hline -3 not applicable & 2 - Nee \\
\hline -2 no answer & 8 - NSP \\
\hline -1 don't know & 9 - Keng Äntwert \\
\hline \multicolumn{2}{|l|}{1 yes} \\
\hline 2 no & Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline V308-number of supervised people (Q98) & number of supervised people (Q98) \\
\hline Q. 98 & Q. 98 \\
\hline How many people do you supervise? & Weie vill Persounen schaffen an ärer Opsicht ? \\
\hline \(\cdots\) & \\
\hline < (write in number) > & ............ (Persounen) \\
\hline -5 other missing & \\
\hline -4 question not asked & \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline
\end{tabular}

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
11
2 2-9
3 10-24
4 25-49
5 50-99
6100 and more
\begin{tabular}{|c|c|}
\hline V309 - how many others work for organisation (Q99) & how many others work for organisation (Q99) \\
\hline Q. 99 & Q. 99 \\
\hline How many other people usually work for the organization? & Wéi vill Persounen schaffen normalerweis an der Firma?
\(\qquad\) (Persounen) \\
\hline < (write in number) > & <Aller à 101> \\
\hline <go to Q.101> & \\
\hline -5 other missing & \\
\hline -4 question not asked & \\
\hline -3 not applicable & \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline
\end{tabular}
v309_r - how many others work for organisation (Q99) (recoded)
Number of others working in organization - recoded (10 categories )

Source variable: v309
[How many other people usually work for the organization? ......]
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
11
2 2-9
3 10-24
4 25-49
5 50-99
6 100-249
7 250-499
8 500-999
9 1000-2499
102500 and more

\section*{how many others work for organisation (Q99) (recoded)}

Number of others working in organization - recoded (10 categories )

Source variable: v309
[Wéi vill Persounen schaffen normalerweis an der Firma?]
\begin{tabular}{l|l} 
V310 - how many employees do you have (Q100) & how many employees do you have (Q100) \\
Q. 100 & Q. 100 \\
How many employees do you have? & Wéi vill Personal hut Dir? \\
\hline\(\ldots .\). & \\
\(<\) (write in number \()>\) & \\
-5 other missing & \\
-4 question not asked & \\
-3 not applicable & \\
-2 no answer & \\
-1 don't know &
\end{tabular}

Correct filter for \(\mathrm{v} 306=3\); but: empirically none of the respondents with \(\mathrm{v} 306=3\) has been asked v 310 .

\section*{Therefore data not available.}

V311 - kind of job respondent - ISCO88 code (Q101)
Q. 101

In which profession/industry do you or did you work?
.
<If more than one job: the main job>
<Write in >
<Code according to ISCO88>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
110 member of armed forces
1000 legislators, senior officials \& managers
1100 legislators \& senior officials
1110 legislators
1111 legislators
1112 ministers
1120 senior government officials
1121 senior government officials nsf
1122 nomenklatura senior government officials
1123 non-nomenklatura senior government officials
1124 nomenklatura local government officials
1125 non-nomenklatura local government officials
1130 traditional chiefs \& heads of villages
1140 senior officials special-interest organisations
1141 senior officials political-party organisations
1142 senior officials economic-interest organisations
1143 senior officials special-interest organisations
1150 communist party officials
kind of job respondent - ISCO88 code (Q101)
Q. 101

An wéi engem Aktivitéitssecteur schafft Dir oder hut Dir geschafft?
< (si plusieurs emplois, préciser l'emploi principal) (NOTER EN CLAIR) >

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1232 personnel \& industrial relations department managers
1233 sales \& marketing department managers
1234 advertising \& public relations department managers
1235 supply \& distribution department managers
1236 computing services department managers
1237 research \& development department managers
1239 other department managers nec
1240 [office manager]
1250 [military officers]
1251 [high military officers]
1252 [lower military officers]
1300 general managers [small enterprise]
1310 general managers [small enterprise]
1311 general managers agriculture, hunting forestry \& fishing
1312 general managers manufacturing
1313 general managers construction
1314 general managers wholesale \& retail trade
1315 general managers restaurants \& hotels
1316 general managers transport, storage \& communications
1317 general managers business services
1318 general managers personal care, cleaning etc services
1319 general managers nec
1320 businessman/trader/entrepreneur nsf
2000 professionals
2010 scientific, cultural and media nomenklatura
2011 media nomenklatura
2012 scientific and cultural nomenklatura
2100 physical, mathematical \& engineering science professionals
2110 physicists, chemists \& related professionals
2111 physicists \& astronomers
2112 meteorologists
2113 chemists

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2114 geologists \& geophysicists
2120 mathematicians, statisticians etc professionals
2121 mathematicians etc professionals
2122 statisticians
2130 computing professionals
2131 computer systems designers \& analysts
2132 computer programmers
2139 computing professionals nec
2140 architects, engineers etc professionals
2141 architects town \& traffic planners
2142 civil engineers
2143 electrical engineers
2144 electronics \& telecommunications engineers
2145 mechanical engineers
2146 chemical engineers
2147 mining engineers metallurgists etc professionals
2148 cartographers \& surveyors
2149 architects engineers etc professionals nec
2200 life science \& health professionals
2210 life science professionals
2211 biologists, botanists zoologists etc professionals
2212 pharmacologists, pathologists etc professlonals
2213 agronomists etc professionals
2220 health professionals (except nursing)
2221 medical doctors
2222 dentists
2223 veterinarians
2224 pharmacists
2229 health professionals except nursing nec
2230 nursing \& midwifery professionals
2300 teaching professionals
2310 higher education teaching professionals

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2320 secondary education teaching professionals
2321 [second academ teacher]
2322 [second voc teacher]
2323 [middle school teacher]
2330 primary \& pre-primary education teaching professionals
2331 primary education teaching professionals
2332 pre-primary education teaching professionals
2340 special education teaching professionals
2350 other teaching professionals
2351 education methods specialists
2352 school inspectors
2359 other teaching professionals nec
2400 other professionals
2410 business professionals
2411 accountants
2412 personnel \& careers professionals
2419 business professionals nec
2420 legal professionals
2421 lawyers
2422 judges
2429 legal professionals nec
2430 archivists, librarians etc information professionals
2431 archivists \& curators
2432 librarians etc information professionals
2440 social science etc professionals
2441 economists
2442 sociologists anthropologists etc professionals
2443 philosophers, historians \& political scientists
2444 philologists translators \& interpreters
2445 psychologists
2446 social work professionals
2450 writers \& creative or performing artists

2451 authors journalists \& other writers
2452 sculptors, painters etc artists
2453 composers musicians \& singers
2454 choreographers \& dancers
2455 film, stage etc actors \& directors
2460 religious professionals
3000 technicians and associated professionals
3100 physical \& engineering science associate professionals
3110 physical \& engineering science technicians
3111 chemical \& physical science technicians
3112 civil engineering technicians
3113 electrical engineering technicians
3114 electronics \& telecommunications engineering technicians
3115 mechanical engineering technicians
3116 chemical engineering technicians
3117 mining \& metallurgical technicians
3118 draughtspersons
3119 physical \& engineering science technicians nec
3120 computer associate professionals
3121 computer assistants
3122 computer equipment operators
3123 industrial robot controllers
3130 optical \& electronic equipment operators
3131 photographers \& elctr equipment operators
3132 broadcasting \& telecommunications equipment operators
3133 medical equipment operators
3139 optical \& electronic equipment operators nec
3140 ship \& aircraft controllers \& technicians
3141 ships engineers
3142 ships deck officers \& pilots
3143 aircraft pilots etc associate professionals
3144 air traffic controllers

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3145 air traffic safety technicians
3150 safety \& ouality inspectors
3151 building \& fire inspectors
3152 safety, health \& quality inspectors
3200 life science \& health associate professionals
3210 life science technicians etc associate professionals
3211 life science technicians
3212 agronomy \& forestry technicians
3213 farming \& forestry advisers
3220 modern health associate professionals except nursing
3221 medical assistants
3222 sanitarians
3223 dieticians \& nutritionists
3224 optometrists \& opticians
3225 dental assistants
3226 physiotherapists etc associate professionals
3227 veterinary assistants
3228 pharmaceutical assistants
3229 modern health associate professionals except nursing nec
3230 nursing \& midwifery associate professionals
3231 nursing associate professionals
3232 midwifery associate professionals
3240 traditional medicine practitioners \& faith healers
3241 traditional medicine practitioners
3242 faith healers
3300 teaching associate professionals
3310 primary education teaching associate professionals
3320 pre-primary education teaching associate professionals
3330 special education teaching associate professionals
3340 other teaching associate professionals
3400 other associate professionals
3410 finance \& sales associate professionals

3411 securities \& finance dealers \& brokers
3412 insurance representatives
3413 estate agents
3414 travel consultants \& organisers
3415 technical \& commercial sales representatives
3416 buyers
3417 appraisers, valuers \& auctioneers
3419 finance \& sales associate professionals nec
3420 business services agents and trade brokers
3421 trade brokers
3422 clearing \& forwarding agents
3423 employment agents \& labour contractors
3429 business services agents \& trade brokers nec
3430 administrative associate professionals
3431 administrative secretaries etc associate professionals
3432 legal etc business associate professionals
3433 bookkeepers
3434 statistical, mathematical etc associate professionals
3439 administrative associate professionals nec
3440 customs, tax etc government associate professionals
3441 customs \& border inspectors
3442 government tax \& excise officials
3443 government social benefits officials
3444 government licensing officials
3449 customs tax etc government associate professionals nec
3450 [police and army officers]
3451 [police inspectors-detectives]
3452 [armed forces non-commissioned officers + army nfs]
3460 social work associate professionals
3470 artistic, entertainment \& sports associate professionals
3471 decorators \& commercial designers
3472 radio, television \& other announcers

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3473 street night-club etc musicians singers \& dancers
3474 clowns magicians acrobats etc associate professionals
3475 athletes sportspersons etc associate professionals
3480 religious associate professionals
4000 clerks
4100 office clerks
4110 secretaries \& keyboard-operating clerks
4111 stenographers \& typists
4112 word-processor etc operators
4113 data entry operators
4114 calculating-machine operators
4115 secretaries
4120 numerical clerks
4121 accounting \& bookkeeping clerks
4122 statistical \& finance clerks
4130 material-recording \& transport clerks
4131 stock clerks
4132 production clerks
4133 transport clerks
4140 library, mail etc clerks
4141 library \& filing clerks
4142 mail carriers \& sorting clerks
4143 coding proof-reading etc clerks
4144 scribes etc workers
4190 other office clerk
4200 customer services clerks
4210 cashiers, tellers etc clerks
4211 cashiers \& ticket clerks
4212 tellers \& other counter clerks
4213 bookmakers \& croupiers
4214 pawnbrokers \& money-lenders
4215 debt-collectors etc workers

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4220 client information clerks
4221 travel agency etc clerks
4222 receptionists \& information clerks
4223 telephone switchboard operators
5000 service workers \& shop \& market sales workers
5100 personal \& protective services workers
5110 travel attendants etc
5111 travel attendants \& travel stewards
5112 transport conductors
5113 travel, museum guides
5120 housekeeping \& restaurant services workers
5121 housekeepers etc workers
5122 cooks
5123 waiters waitresses \& bartenders
5130 personal care etc work
5131 child-care workers
5132 institution-based personal care workers
5133 home based personal care workers
5139 personal care etc workers nec
5140 other personal services workers
5141 hairdressers barbers beauticians etc workers
5142 companions \& valets
5143 undertakers \& embalmers
5149 other personal services workers nec
5150 astrologers, fortune-tellers etc workers
5151 astrologers etc workers
5152 fortune-tellers, palmists etc workers
5160 protective services workers
5161 fire-fighters
5162 police officers
5163 prison guards
5164 [army: enlisted men - soldiers]

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5169 protective services workers nec
5200 models, salespersons \& demonstrators
5210 fashion \& other models
5220 shop salespersons \& demonstrators
5230 stall \& market salespersons
6000 skilled agricultural \& fishery workers
6100 market-oriented skilled agricultural \& fishery workers
6110 market gardeners \& cropgrowers
6111 field crop \& vegetable growers
6112 tree \& shrub crop growers
6113 gardeners, horticultural \& nursery growers
6114 mixed-crop growers
6120 market-oriented animal producers etc workers
6121 dairy \& livestock producers
6122 poultry producers
6123 apiarists \& sericulturists
6124 mixed -animal producers
6129 market-oriented animal producers etc workers nec
6130 market-oriented crop \& animal producers
6133 [farmer nfs]
6134 [skilled farm worker nfs]
6140 forestry etc workers
6141 forestry workers \& loggers
6142 charcoal burners etc workers
6150 fishery workers, hunters \& trappers
6151 aquatic-life cultivation workers
6152 inland \& coastal waters fishery workers
6153 deep-sea fishery workers
6154 hunters \& trappers
6160 market-oriented skilled agricultural \& fishery workers
6200 subsistence agricultural \& fishery workers
6210 subsistence agricultural \& fishery workers

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7000 craft etc trades workers
7100 extraction \& building trades workers
7110 miners, shotfirers, stone cutters \& carvers
7111 miners \& quarry workers
7112 shotfirers \& blasters
7113 stone splitters cutters \& carvers
7120 building frame and related trades workers
7121 builders traditional materials
7122 bricklayers \& stonemasons
7123 concrete placers concrete finishers etc workers
7124 carpenters \& joiners
7129 [builders] ar trades workers nec
7130 building finishers etc trades workers
7131 roofers
7132 floor layers \& tile setters
7133 plasterers
7134 insulation workers
7135 glaziers
7136 plumbers \& pipe fitters
7137 building etc electricians
7140 painters, building structure cleaners etc trades workers
7141 painters etc workers
7142 varnishers etc painters
7143 building structure cleaners
7200 metal, machinery etc trades workers
7210 metal moulders, welders, sheetmetal workers, structural-metal preparers and related trade
workers
7211 metal moulders \& coremakers
7212 welders \& flamecutters
7213 sheet-metal workers
7214 structural-metal preparers \& erectors
7215 riggers \& cable splicers

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7216 underwater workers
7220 blacksmiths, tool-makers etc trades workers
7221 blacksmiths hammer-smiths \& forgingpress workers
7222 tool-makers etc workers
7223 machine-tool setters \& setter-operators
7224 metal wheel-grinders polishers \& tool sharpeners
7230 machinery mechanics \& fitters
7231 motor vehicle mechanics \& fitters
7232 aircraft engine mechanics \& fitters
7233 agricultural- or industrial-machinery mechanics \& fitters
7234 [unskl garage worker, oiler]
7240 electrical \& electronic equipment mechanics \& fitters
7241 electrical mechanics \& fitters
7242 electronics fitters
7243 electronics mechanics \& servicers
7244 telegraph \& telephone installers \& servicers
7245 electrical line installers repairers \& cable jointers
7300 precision, handicraft, printing etc trades workers
7310 precision workers in metal etc materials
7311 precision-instrument makers \& repairers
7312 musical-instrument makers \& tuners
7313 jewellery \& precious-metal workers
7320 potters, glass-makers etc trades workers
7321 abrasive wheel formers potters etc workers
7322 glass-makers cutters grinders \& finishers
7323 glass engravers \& etchers
7324 glass ceramics etc decorative painters
7330 handicraft workers in wood,textile, leather etc
7331 handicraft workers in wood etc materials
7332 handicraft workers in textile leather etc materials
7340 printing etc trades workers
7341 compositors typesetters etc workers

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7342 stereotypers \& electrotypers
7343 printing engravers \& etchers
7344 photographic etc workers
7345 bookbinders etc workers
7346 silk-screen, block \& textile printers
7400 other craft etc trades workers
7410 food processing etc trades workers
7411 butchers fishmongers etc food preparers
7412 bakers-pastry cooks \& confectionery makers
7413 dairy-products makers
7414 fruit, vegetable etc preservers
7415 food \& beverage tasters \& graders
7416 tobacco preparers \& tobacco products makers
7420 wood treaters, cabinet-makers etc trades workers
7421 wood treaters
7422 cabinet-makers etc workers
7423 woodworking-machine setters \& setteroperators
7424 basketry weavers brush makers etc workers
7430 textile, garment etc trades workers
7431 fibre preparers
7432 weavers knitters etc workers
7433 tailors dressmakers \& hatters
7434 furriers etc workers
7435 textile leather etc pattern-makers \& cutters
7436 sewers embroiderers etc workers
7437 upholsterers etc workers
7440 pelt, leather \& shoemaking trades workers
7441 pelt dressers tanners \& fellmongers
7442 shoe-makers etc workers
7500 [skilled manual worker nfs]
7510 [non farm foremen nfs]
7520 [skilled manual workers nfs]

7530 [apprentice skilled work nfs]
8000 plant \& machine operators \& assemblers
8100 stationary-plant etc operators
8110 mining- \& mineral-processing plant operators
8111 mining-plant operators
8112 mineral-ore- \& stone-processing-plant operators
8113 well drillers \& borers etc workers
8120 metal-processing-plant operators
8121 ore \& metal furnace operators
8122 metal melters casters \& rolling-mill operators
8123 metal-heat-treating-plant operators
8124 metal drawers \& extruders
8130 glass, ceramics etc plant operators
8131 glass \& ceramics kiln etc machine operators
8139 glass, ceramics etc plant operators nec
8140 wood-processing- \& papermaking-plant operators
8141 wood-processing-plant operators
8142 paper-pulp plant operators
8143 papermaking-plant operators
8150 chemical-processing-plant operators
8151 crushing- grinding- \& chemical-mixing machinery operators
8152 chemical-heat-treating-plant operators
8153 chemical-filtering- \& separating-equipment operators
8154 chemical-still \& reactor operators
8155 petroleum- \& natural-gas-refining-plant operators
8159 chemical-processing-plant operators nec
8160 power-production etc plant operators
8161 power-production plant operators
8162 steam-engine \& boiler operators
8163 incinerator water-treatment etc plant operators
8170 automated-assembly-line \& industrial-robot operators
8171 automated-assembly- line operators

8172 industrial-robot operators
8200 machine operators \& assemblers
8210 metal- \& mineral-products machine operators
8211 machine-tool operators
8212 cement \& other mineral products machine operators
8220 chemical-products machine operators
8221 pharmaceutical- \& toiletry-products machine operators
8222 ammunition- \& explosive-products machine operators
8223 metal finishing-plating- \& coating-machlne operators
8224 photographic-products machine operators
8229 chemical-products machine operators nec
8230 rubber- \& plastic-products machine operators
8231 rubber-products machine operators
8232 plastic-products machine operators
8240 wood-products machine operators
8250 printing-binding- \& paper-products machine operators
8251 printing-machine operators
8252 bookbinding-machine operators
8253 paper-products machine operators
8260 textile- fur- \& leather-products machine operators
8261 fibre-preparing-, spinning- \& windingmachine operators
8262 weaving- \& knitting-machine operators
8263 sewing-machine operators
8264 bleaching-dyeing- \& cleaning-machine operators
8265 fur- \& leather-preparing-machine operators
8266 shoemaking- etc machine operators
8269 textile- fur- \& leather-products machine operators nec
8270 food etc products machine operators
8271 meat- \& fish-processing-machine operators
8272 dairy-products machine operators
8273 grain- \& spice-milling-machine operators
8274 baked-goods cereal \& chocolate-products machine operators

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8275 fruit- vegetable- \& nut-processing-machine operators
8276 sugar production machine operators
8277 tea- coffee- \& cocoa-processing-machine operators
8278 brewers- wine \& other beverage machine operators
8279 tobacco production machine operators
8280 assemblers
8281 mechanical-machinery assemblers
8282 electrical-equipment assemblers
8283 electronic-equipment assemblers
8284 metal- rubber- \& plastic-products assemblers
8285 wood etc products assemblers
8286 paperboard textile etc products assemblers
8290 other machine operators \& assemblers
8300 drivers \& mobile-plant operators
8310 locomotive-engine drivers etc workers
8311 locomotive-engine drivers
8312 railway brakers signallers \& shunters
8320 motor-vehicle drivers
8321 motor-cycle drivers
8322 car taxi \& van drivers
8323 bus \& tram drivers
8324 heavy truck \& lorry drivers
8330 agricultural \& other mobile-plant operators
8331 motorised farm \& forestry plant operators
8332 earth-moving- etc plant operators
8333 crane hoist etc plant operators
8334 lifting-truck operators
8340 ships deck crews etc workers
8400 [semiskld worker nfs]
9000 elementary occupations
9100 sales \& services elementary occupations
9110 street vendors etc workers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

\section*{GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545}

9111 street food vendors
9112 street vendors non-food products
9113 door-to-door \& telephone salespersons
9120 shoe cleaning and other street services elementary occupations
9130 domestic etc helpers cleaners \& launderers
9131 domestic helpers \& cleaners
9132 helpers \& cleaners in establishments
9133 hand-launderers \& pressers
9140 building caretakers, window etc cleaners
9141 building caretakers
9142 vehicle, window etc cleaners
9150 messengers, porters, doorkeepers etc workers
9151 messengers package \& luggage porters \& deliverers
9152 doorkeepers watchpersons etc workers
9153 vending-machine money collectors meter readers etc workers
9160 garbage collectors etc labourers
9161 garbage collectors
9162 sweepers etc labourers
9200 agricultural, fishery etc labourers
9210 agricultural, fishery etc labourers
9211 farm-hands \& labourers
9212 forestry labourers
9213 fishery hunting \& trapping labourers
9300 labourers in mining, construction, manuf. \& transport
9310 mining \& construction labourers
9311 mining \& quarrying labourers
9312 construction \& maintenance labourers: roads dams etc
9313 building construction labourers
9320 manufacturing labourers
9321 assembling labourers
9322 hand packers \& other manufacturing labourers
9330 transport labourers \& freight handlers

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\section*{GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545}

9331 hand or pedal vehicle drivers
9332 drivers of animal-drawn vehicles \& machinery
9333 freight handlers

Note:
Open-ended question

If a wild code could not be identified, it was recoded into the next identifiable higher level profession unit (starting with minor group, sub major group then major group ) . \(\mathrm{N}=48\). Source for recodes:
International Standard Classification of Occupations (ISCO-88) provided by the International Labour Organization. 18 September 2004. Web: 10 December 2011 www.ilo.org

Correct filter for v306=4; but: empirically none of the retired has a valid ISCO-code
\begin{tabular}{llll} 
v311_2 - kind of job respondent-2 digit ISCO88 code (Q101) & (recoded) & kind of job respondent - 2 digit ISCO88 code (Q101) (recoded) \\
Job profession/industry (2 digit ISCO88) & Job profession/industry (2 digit ISCO88) \\
Source variable: v311 & Source variable: v311 \\
[In which profession/industry do you or did you work?] & [An wéi engem Aktivitéitssecteur schaff Dir oder hut Dir geschafft?]
\end{tabular}
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 armed forces
10 legislators, senior officials and managers
11 legislators and senior officials
12 corporate managers
13 general managers
20 professionals
21 physical, mathematical and engineering science professionals
22 life science and health professionals
23 teaching professionals
24 other professionals
25 education professionals not elsewhere classified
30 technicians and related associate professionals
31 physical and engineering science associate professionals
32 life science and health associate professionals
33 teaching associate professionals
34 other associate professionals
40 clerks
41 office clerks
42 customer service clerks

50 service workers and shop and market sales workers
51 personal and protective services workers
52 models, salespersons and demonstrators
60 skilled agricultural and fishery workers
61 market-oriented skilled agricultural and fishery workers
62 subsistence agricultural and fishery workers
70 craft and related trade workers
71 extraction and building trade workers
72 metal, machinery and related trades workers
73 precision, handicraft, printing and related trades workers
74 other craft and related trades workers
80 plant \& machine operators \& assemblers
81 stationary plant and related operators
82 machine operators and assemblers
83 drivers and mobile plant operators
84 semiskilled workers nfs
90 elementary occupations
91 sales and services elementary occupations
92 agricultural, fishery and related labourers
93 labourers in mining, construction, manufacturing and transport
99 not classified; inadequate description
\begin{tabular}{|c|c|c|c|}
\hline v311 _ 3 - kind of job respondent - 3 digit ISCO88 code & (Q101) (recoded) & kind of job respondent - 3 digit ISCO88 code & (Q101) (recoded) \\
\hline Job profession/industry (3 digit ISCO88) & & Job profession/industry (3 digit ISCO88) & \\
\hline Source variable: v311 & & Source variable: v311 & \\
\hline [In which profession/industry do you or did you work?] & & [An wéi engem Aktivitéitssecteur schafft Dir & der hut Dir geschafft?] \\
\hline
\end{tabular}
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
11 member of armed forces
100 legislators, senior officials \& managers
110 legislators \& senior officials
111 legislators
112 senior government officials
113 traditional chiefs \& heads of villages
114 senior officials special-interest organisations
120 corporate managers [large enterprise]
121 directors \& chief executives [large enterprise]
122 department managers - large departments
123 other department managers [large enterprise]
124 [office manager]
125 [military officers]
130 general managers [small enterprise]
131 general managers [small enterprise]
132 businessman/trader/entrepreneur nsf
200 professionals
210 physical, mathematical \& engineering science professionals
211 physicists, chemists \& related professionals

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\section*{GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545}

212 mathematicians, statisticians etc professionals
213 computing professionals
214 architects, engineers etc professionals
220 life science \& health professionals
221 life science professionals
222 health professionals (except nursing)
223 nursing \& midwifery professionals
230 teaching professionals
231 higher education teaching professionals
232 secondary education teaching professionals
233 primary \& pre-primary education teaching professionals
234 special education teaching professionals
235 other teaching professionals
240 other professionals
241 business professionals
242 legal professionals
243 archivists, librarians etc information professionals
244 social science etc professionals
245 writers \& creative or performing artists
246 religious professionals
247 Public service administrative professionals (A)
300 technicians and associated professionals
310 physical \& engineering science associate professionals
311 physical \& engineering science technicians
312 computer associate professionals
313 optical \& electronic equipment operators
314 ship \& aircraft controllers \& technicians
315 safety \& quality inspectors
320 life science \& health associate professionals
321 life science technicians etc associate professionals
322 modern health associate professionals except nursing
323 nursing \& midwifery associate professionals

324 traditional medicine practitioners \& faith healers
330 teaching associate professionals
331 primary education teaching associate professionals
332 pre-primary education teaching associate professionals
333 special education teaching associate professionals
334 other teaching associate professionals
340 other associate professionals
341 finance \& sales associate professionals
342 business services agents and trade brokers
343 administrative associate professionals
344 customs, tax etc government associate professionals
345 [police and army officers]
346 social work associate professionals
347 artistic, entertainment \& sports associate professionals
348 religious associate professionals
400 clerks
410 office clerks
411 secretaries \& keyboard-operating clerks
412 numerical clerks
413 material-recording \& transport clerks
414 library, mail etc clerks
419 other office clerks
420 customer services clerks
421 cashiers, tellers etc clerks
422 client information clerks
500 service workers \& shop \& market sales workers
510 personal \& protective services workers
511 travel attendants etc
512 housekeeping \& restaurant services workers
513 personal care etc work
514 other personal services workers
515 astrologers, fortune-tellers etc workers

516 protective services workers
520 models, salespersons \& demonstrators
521 fashion \& other models
522 shop salespersons \& demonstrators
523 stall \& market salespersons
600 skilled agricultural \& fishery workers
610 market-oriented skilled agricultural \& fishery workers
611 market gardeners \& cropgrowers
612 market-oriented animal producers etc workers
613 market-oriented crop \& animal producers
614 forestry etc workers
615 fishery workers, hunters \& trappers
620 subsistence agricultural \& fishery workers
621 subsistence agricultural \& fishery workers
700 craft etc trades workers
710 extraction \& building trades workers
711 miners, shotfirers, stone cutters \& carvers
712 [builders] \& ar trades workers
713 building finishers etc trades workers
714 painters, building structure cleaners etc trades workers
720 metal, machinery etc trades workers
721 metal moulders, welders, sheetmetal workers
722 blacksmiths, tool-makers etc trades workers
723 machinery mechanics \& fitters
724 electrical \& electronic equipment mechanics \& fitters
730 precision, handicraft, printing etc trades workers
731 precision workers in metal etc materials
732 potters, glass-makers etc trades workers
733 handicraft workers in wood,textile, leather etc
734 printing etc trades workers
740 other craft etc trades workers
741 food processing etc trades workers

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\section*{GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545}

742 wood treaters, cabinet-makers etc trades workers
743 textile, garment etc trades workers
744 pelt, leather \& shoemaking trades workers
750 [skilled manual worker nfs]
751 [non farm foremen nfs ]
752 [skilled manual workers nfs]
753 [apprentice skilled work nfs ]
800 plant \& machine operators \& assembler
810 stationary-plant etc operators
811 mining- \& mineral-processing plant operators
812 metal-processing-plant operators
813 glass, ceramics etc plant operators
814 wood-processing- \& papermaking-plant operators
815 chemical-processing-plant operators
816 power-production etc plant operators
817 automated-assembly-line \& industrial-robot operators
820 machine operators \& assemblers
821 metal- \& mineral-products machine operators
822 chemical-products machine operators
823 rubber- \& plastic-products machine operators
824 wood-products machine operators
825 printing- binding- \& paper-products machine operators
826 textile- fur- \& leather-products machine operators
827 food etc products machine operators
828 assemblers
829 other machine operators \& assemblers
830 drivers \& mobile-plant operators
831 locomotive-engine drivers etc workers
832 motor-vehicle drivers
833 agricultural \& other mobile-plant operators
834 ships deck crews etc workers
840 semiskilled workers nfs

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\section*{GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545}

900 elementary occupations
910 sales \& services elementary occupations
911 street vendors etc workers
912 street services elementary occupations
913 domestic etc helpers cleaners \& launderers
914 building caretakers, window etc cleaners
915 messengers, porters, doorkeepers etc workers
916 garbage collectors etc labourers
920 agricultural, fishery etc labourers
921 agricultural, fishery etc labourers
930 labourers in mining, construction, manuf. \& transport
931 mining \& construction labourers
932 manufacturing labourers
933 transport labourers \& freight handlers
996 not classified; inadequate description
\begin{tabular}{|c|c|}
\hline V312-kind of job respondent (Q 102/Q103) & kind of job respondent (Q 102/Q103) \\
\hline Q. 102 & Q. 102 \\
\hline What is/was your job there? & \multirow[t]{2}{*}{\begin{tabular}{l}
Wat as (wor) genau Äre Beruff? \\
< (NOTER EN CLAIR)
\end{tabular}} \\
\hline & \\
\hline <Write in and code below> & (EVENTUELL NUMM VUM Betrieb ) > \\
\hline Q. 103 & Q. 103 \\
\hline & <Coder les réponses ci dessous> \\
\hline \multicolumn{2}{|l|}{-5 other missing} \\
\hline -4 question not asked & 1 Patron ou dirigeant d_ un établissement de 10 personnes et plus \\
\hline -3 not applicable & 2 Patron ou dirigeant d, un établissement de moins de 10 personnes \\
\hline -2 no answer & 3 Profession libérale \\
\hline -1 don't know & 6 Agent de maitrise, contre-maître \\
\hline 1 employer/manager of establ with 10 or more employees & 7 Ouvrier qualifié \\
\hline 2 employer/manager of establ with less than 10 employees & 8 Ouvrier spécialisé \\
\hline 3 professional worker (lawyer, accountant, teacher etc ) & 9 Manoeuvre, femme de charge, personnel de maison \\
\hline 4 middle level non-manual -office worker etc & 10 Agriculteur exploitant \\
\hline 5 junior level non-manual -office worker etc & 11 Ouvrier agricole \\
\hline 6 foreman and supervisor & 12 Membres des forces armées (professionnel) \\
\hline 7 skilled manual worker & \(13 \mathrm{~N}_{\text {, a jamais eu d . activité rémunérée }}\) \\
\hline 8 semi-skilled manual worker & 14 Cadre supérieur \\
\hline 9 unskilled manual worker & 15 Enseignant, professeur, instituteur, maternelle, catéchète, éducateur \\
\hline 10 farmer: employer, manager or own account & 16 Employé qualifié de bureau : secrétariat, comptabilité \\
\hline 11 agricultural worker & 17 Employé non-qualifié travaillant dans un bureau \\
\hline 12 member of armed forces & 18 Profession intermédiaire : technicien, infirmier, policier, cadre moyen \\
\hline 13 never had a job & 19 Autre employé qualifié ne travaillant pas dans un bureau \\
\hline & 20 Employé non-qualifié ne travaillant pas dans un bureau \\
\hline Correct filter for v306=4; but: empirically none of the retired respondents has a valid code on v312. & 88 NSP \\
\hline & 99 S.R. \\
\hline & Note: \\
\hline & Q. 102 is an open ended question \\
\hline
\end{tabular}

In Luxembourg an additional question on employment status was asked between Q. 102 and Q.103:

\section*{S31. An äre Statut?}

1 Indépendant
2 TII, travailleur intellectuel et indépendant
3 Employé privé
4 Fonctionnaire (État, Commune)
5 Assimilés (CFL, P\&T, Sécurité Sociale )
6 Fonctionnaire européen + NAMSA
7 Autre : NOTER

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

\section*{V314 - how long are you unemployed (Q104) \\ Q. 104}

And for how long are you unemployed?
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 less than half a year
2 between half a year and one year
3 one year
4 between one and two years
5 two years
6 more than two years
how long are you unemployed (Q104)
Q. 104
<SI CHOMEUR :>
Wéi lang sid Dir schon ouni Arbecht?

1 Manner wéi 6 Méint
6 Méint - manner wéi 1 Joer
31 Joer
41 Joer - manner wéi 2 Joer
52 Joer
6 méi wéi 2 Joer
77 trefft nët zou
88 NSP
99 Keng Äntwer

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.
\begin{tabular}{|c|c|}
\hline V315- are you the chief wage earner (Q105) & are you the chief wage earner (Q105) \\
\hline Q. 105 & Q. 105 \\
\hline Are you the chief wage earner? & Sid Dir den Haushaltsvirstand? \\
\hline <if "yes" - go to Q.110> & <Si oui : aller à Q. 110 \\
\hline & Si non : aller à Q.106> \\
\hline -5 other missing & \\
\hline -4 question not asked & 1 Jo \\
\hline -3 not applicable & 2 Nee \\
\hline -2 no answer & \\
\hline -1 don't know & \\
\hline 1 yes & \\
\hline 2 no & \\
\hline
\end{tabular}
\begin{tabular}{l|l} 
V316 - is the chief wage earner employed (Q106) & is the chief wage earner employed (Q106) \\
Q. 106 & Q. 106 \\
Is the chief wage earner employed now or not? & Huet den Haushaltsvirstand eng bezuelten Aktivitéit? \\
-5 & \\
-4 & other missing \\
-4 & question not asked \\
-3 & not applicable \\
-2 & no answer \\
-1 & don't know \\
1 & yes \\
2 & no
\end{tabular}
```

V317 - kind of job chief wage earner - ISCO88 code (Q107 )
Q. }10
In which profession/industry does/did he (she ) work?
<Write in>
<Code according to ISCO88

```
\(\qquad\)
``` ..>
-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
- 1 don't know
110 member of armed forces
1000 legislators, senior officials \& managers
1100 legislators \& senior officials
1110 legislators
1111 legislators
1112 ministers
1120 senior government officials
1121 senior government officials nsf
1122 nomenklatura senior government officials
1123 non-nomenklatura senior government officials
1124 nomenklatura local government officials
1125 non-nomenklatura local government officials
1130 traditional chiefs \& heads of villages
1140 senior officials special-interest organisations
1141 senior officials political-party organisations
1142 senior officials economic-interest organisations
1143 senior officials special-interest organisations
1150 communist party officials
1151 cp central committee members
```

kind of job chief wage earner - ISCO88 code
(Q107)
Q. 107

An wéi engem Secteur schaft hien (oder huet hien geschafft)
< (si plusieurs emplois, préciser l'emploi principal) (NOTER EN CLAIR) >

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1152 cp central committee apparatus - nomenklatura
1153 cp central committee apparatus - non-nomenklatura
1154 local party officials - nomenklatura
1155 local party officials - non-nomenklatura
1156 party officials in econ.enterpr. - nomenklatura
1157 party officials in econ.enterpr. - non-nomenklatura
1158 party officials in party enterpr. - nomenklatura
1159 party officials in party enterpr. - non-nomenklatura
1160 administrators of mass organizations
1161 trade union officials - nomenklatura
1162 trade union officials - non-nomenklatura
1163 youth organization officials - nomenklatura
1164 youth organization officials - non-nomenklatura
1165 administrators of other cp mass org. - nomenklatura
1166 administrators of other cp mass org. - non-nom.
1200
corporate managers [large enterprise]
1210
directors \& chief executives [large enterprise]

1211 directors \& chief executives $\quad$| 1212 |
| :--- |
| deputy directors, chief engineers and accountants |
| 1220 |

1233 sales \& marketing department managers
1234 advertising \& public relations department managers
1235 supply \& distribution department managers
1236 computing services department managers
1237 research \& development department managers
1239 other department managers nec
1240 [office manager]
1250 [military officers]
1251 [high military officers]
1252 [lower military officers]
1300 general managers [small enterprise]
1310 general managers [small enterprise]
1311 general managers agriculture, hunting forestry \& fishing
1312 general managers manufacturing
1313 general managers construction
1314 general managers wholesale \& retail trade
1315 general managers restaurants \& hotels
1316 general managers transport, storage \& communications
1317 general managers business services
1318 general managers personal care, cleaning etc services
1319 general managers nec
1320 businessman/trader/entrepreneur nsf
2000 professionals
2010 scientific, cultural and media nomenklatura
2011 media nomenklatura
2012 scientific and cultural nomenklatura
2100 physical, mathematical \& engineering science professionals
2110 physicists, chemists \& related professionals
2111 physicists \& astronomers
2112 meteorologists
2113 chemists
2114 geologists \& geophysicists

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2120 mathematicians, statisticians etc professionals
2121 mathematicians etc professionals
2122 statisticians
2130 computing professionals
2131 computer systems designers \& analysts
2132 computer programmers
2139 computing professionals nec
2140 architects, engineers etc professionals
2141 architects town \& traffic planners
2142 civil engineers
2143 electrical engineers
2144 electronics \& telecommunications engineers
2145 mechanical engineers
2146 chemical engineers
2147 mining engineers metallurgists etc professionals
2148 cartographers \& surveyors
2149 architects engineers etc professionals nec
2200 life science \& health professionals
2210 life science professionals
2211 biologists, botanists zoologists etc professionals
2212 pharmacologists, pathologists etc professionals
2213 agronomists etc professionals
2220 health professionals (except nursing)
222 medical doctors
2222 dentists
2223 veterinarians
2224 pharmacists
2229 health professionals except nursing nec
2230 nursing \& midwifery professionals
2300 teaching professionals
2310 higher education teaching professionals
2320 secondary education teaching professionals

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2321 [second academ teacher]
2322 [second voc teacher]
2323 [middle school teacher]
2330 primary \& pre-primary education teaching professionals
2331 primary education teaching professionals
2332 pre-primary education teaching professionals
2340 special education teaching professionals
2350 other teaching professionals
2351 education methods specialists
2352 school inspectors
2359 other teaching professionals nec
2400 other professionals
2410 business professionals
2411 accountants
2412 personnel \& careers professionals
2419 business professionals nec
2420 legal professionals
2421 lawyers
2422 judges
2429 legal professionals nec
2430 archivists, librarians etc information professionals
2431 archivists \& curators
2432 librarians etc information professionals
2440 social science etc professionals
2441 economists
2442 sociologists anthropologists etc professionals
2443 philosophers, historians \& political scientists
2444 philologists translators \& interpreters
2445 psychologists
2446 social work professionals
2450 writers \& creative or performing artists
2451 authors journalists \& other writers

2452 sculptors, painters etc artists
2453 composers musicians \& singers
2454 choreographers \& dancers
2455 film, stage etc actors \& directors
2460 religious professionals
3000 technicians and associated professionals
3100 physical \& engineering science associate professionals
3110 physical \& engineering science technicians
3111 chemical \& physical science technicians
3112 civil engineering technicians
3113 electrical engineering technicians
3114 electronics \& telecommunications engineering technicians
3115 mechanical engineering technicians
3116 chemical engineering technicians
3117 mining \& metallurgical technicians
3118 draughtspersons
3119 physical \& engineering science technicians nec
3120 computer associate professionals
3121 computer assistants
3122 computer equipment operators
3123 industrial robot controllers
3130 optical \& electronic equipment operators
3131 photographers \& elctr equipment operators
3132 broadcasting \& telecommunications equipment operators
3133 medical equipment operators
3139 optical \& electronic equipment operators nec
3140 ship \& aircraft controllers \& technicians
3141 ships engineers
3142 ships deck officers \& pilots
3143 aircraft pilots etc associate professionals
3144 air traffic controllers
3145 air traffic safety technicians

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3150 safety \& quality inspectors
3151 building \& fire inspectors
3152 safety, health \& quality inspectors
3200 life science \& health associate professionals
3210 life science technicians etc associate professionals
3211 life science technicians
3212 agronomy \& forestry technicians
3213 farming \& forestry advisers
3220 modern health associate professionals except nursing
3221 medical assistants
3222 sanitarians
3223 dieticians \& nutritionists
3224 optometrists \& opticians
3225 dental assistants
3226 physiotherapists etc associate professionals
3227 veterinary assistants
3228 pharmaceutical assistants
3229 modern health associate professionals except nursing nec
3230 nursing \& midwifery associate professionals
3231 nursing associate professionals
3232 midwifery associate professionals
3240 traditional medicine practitioners \& faith healers
3241 traditional medicine practitioners
3242 faith healers
3300 teaching associate professionals
3310 primary education teaching associate professionals
3320 pre-primary education teaching associate professionals
3330 special education teaching associate professionals
3340 other teaching associate professionals
3400 other associate professionals
3410 finance \& sales associate professionals
3411 securities \& finance dealers \& brokers

3412 insurance representatives
3413 estate agents
3414 travel consultants \& organisers
3415 technical \& commercial sales representatives
3416 buyers
3417 appraisers, valuers \& auctioneers
3419 finance \& sales associate professionals nec
3420 business services agents and trade brokers
3421 trade brokers
3422 clearing \& forwarding agents
3423 employment agents \& labour contractors
3429 business services agents \& trade brokers nec
3430 administrative associate professionals
3431 administrative secretaries etc associate professionals
3432 legal etc business associate professionals
3433 bookkeepers
3434 statistical, mathematical etc associate professionals
3439 administrative associate professionals nec
3440 customs, tax etc government associate professionals
3441 customs \& border inspectors
3442 government tax \& excise officials
3443 government social benefits officials
3444 government licensing officials
3449 customs tax etc government associate professionals nec
3450 [police and army officers]
3451 [police inspectors-detectives]
3452 [armed forces non-commissioned officers + army nfs]
3460 social work associate professionals
3470 artistic, entertainment \& sports associate professionals
3471 decorators \& commercial designers
3472 radio, television \& other announcers
3473 street night-club etc musicians singers \& dancers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

3474 clowns magicians acrobats etc associate professionals
3475 athletes sportspersons etc associate professionals
3480 religious associate professionals
4000 clerks
4100 office clerks
4110 secretaries \& keyboard-operating clerks
4111 stenographers \& typists
4112 word-processor etc operators
4113 data entry operators
4114 calculating-machine operators
4115 secretaries
4120 numerical clerks
4121 accounting \& bookkeeping clerks
4122 statistical \& finance clerks
4130 material-recording \& transport clerks
4131 stock clerks
4132 production clerks
4133 transport clerks
4140 library, mail etc clerks
4141 library \& filing clerks
4142 mail carriers \& sorting clerks
4143 coding proof-reading etc clerks
4144 scribes etc workers
4190 other office clerks
4200 customer services clerks
4210 cashiers, tellers etc clerks
4211 cashiers \& ticket clerks
4212 tellers \& other counter clerks
4213 bookmakers \& croupiers
4214 pawnbrokers \& money-lenders
4215 debt-collectors etc workers
4220 client information clerks

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

4221 travel agency etc clerks
4222 receptionists \& information clerks
4223 telephone switchboard operators
5000 service workers \& shop \& market sales workers
5100 personal \& protective services workers
5110 travel attendants etc
5111 travel attendants \& travel stewards
5112 transport conductors
5113 travel, museum guides
5120 housekeeping \& restaurant services workers
5121 housekeepers etc workers
5122 cooks
5123 waiters waitresses \& bartenders
5130 personal care etc work
5131 child-care workers
5132 institution-based personal care workers
5133 home based personal care workers
5139 personal care etc workers nec
5140 other personal services workers
5141 hairdressers barbers beauticians etc workers
5142 companions \& valets
5143 undertakers \& embalmers
5149 other personal services workers nec
5150 astrologers, fortune-tellers etc workers
5151 astrologers etc workers
5152 fortune-tellers, palmists etc workers
5160 protective services workers
5161 fire-fighters
5162 police officers
5163 prison guards
5164 [army: enlisted men - soldiers]
5169 protective services workers nec

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

5200 models, salespersons \& demonstrators
5210 fashion \& other models
5220 shop salespersons \& demonstrators
5230 stall \& market salespersons
6000 skilled agricultural \& fishery workers
6100 market-oriented skilled agricultural \& fishery workers
6110 market gardeners \& cropgrowers
6111 field crop \& vegetable growers
6112 tree \& shrub crop growers
6113 gardeners, horticultural \& nursery growers
6114 mixed-crop growers
6120 market-oriented animal producers etc workers
6121 dairy \& livestock producers
6122 poultry producers
6123 apiarists \& sericulturists
6124 mixed -animal producers
6129 market-oriented animal producers etc workers nec
6130 market-oriented crop \& animal producers
6133 [farmer nfs]
6134 [skilled farm worker nfs]
6140 forestry etc workers
6141 forestry workers \& loggers
6142 charcoal burners etc workers
6150 fishery workers, hunters \& trappers
6151 aquatic-life cultivation workers
6152 inland \& coastal waters fishery workers
6153 deep-sea fishery workers
6154 hunters \& trappers
6160 market-oriented skilled agricultural \& fishery workers
6200 subsistence agricultural \& fishery workers
6210 subsistence agricultural \& fishery workers
7000 craft etc trades workers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

7100 extraction \& building trades workers
7110 miners, shotfirers, stone cutters \& carvers
7111 miners \& quarry workers
7112 shotfirers \& blasters
7113 stone splitters cutters \& carvers
7120 building frame and related trades workers
7121 builders traditional materials
7122 bricklayers \& stonemasons
7123 concrete placers concrete finishers etc workers
7124 carpenters \& joiners
7129 [builders] ar trades workers nec
7130 building finishers etc trades workers
7131 roofers
7132 floor layers \& tile setters
7133 plasterers
7134 insulation workers
7135 glaziers
7136 plumbers \& pipe fitters
7137 building etc electricians
7140 painters, building structure cleaners etc trades workers
7141 painters etc workers
7142 varnishers etc painters
7143 building structure cleaners
7200 metal, machinery etc trades workers
7210 metal moulders, welders, sheetmetal workers, structural-metal preparers and related trade
workers
7211 metal moulders \& coremakers
7212 welders \& flamecutters
7213 sheet-metal workers
7214 structural-metal preparers \& erectors
7215 riggers \& cable splicers
7216 underwater workers

7220 blacksmiths, tool-makers etc trades workers
7221 blacksmiths hammer-smiths \& forgingpress workers
7222 tool-makers etc workers
7223 machine-tool setters \& setter-operators
7224 metal wheel-grinders polishers \& tool sharpeners
7230 machinery mechanics \& fitters
7231 motor vehicle mechanics \& fitters
7232 aircraft engine mechanics \& fitters
7233 agricultural- or industrial-machinery mechanics \& fitters
7234 [unskl garage worker, oiler]
7240 electrical \& electronic equipment mechanics \& fitters
7241 electrical mechanics \& fitters
7242 electronics fitters
7243 electronics mechanics \& servicers
7244 telegraph \& telephone installers \& servicers
7245 electrical line installers repairers \& cable jointers
7300 precision, handicraft, printing etc trades workers
7310 precision workers in metal etc materials
7311 precision-instrument makers \& repairers
7312 musical-instrument makers \& tuners
7313 jewellery \& precious-metal workers
7320 potters, glass-makers etc trades workers
7321 abrasive wheel formers potters etc workers
7322 glass-makers cutters grinders \& finishers
7323 glass engravers \& etchers
7324 glass ceramics etc decorative painters
7330 handicraft workers in wood,textile, leather etc
7331 handicraft workers in wood etc materials
7332 handicraft workers in textile leather etc materials
7340 printing etc trades workers
7341 compositors typesetters etc workers
7342 stereotypers \& electrotypers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

7343 printing engravers \& etchers
7344 photographic etc workers
7345 bookbinders etc workers
7346 silk-screen, block \& textile printers
7400 other craft etc trades workers
7410 food processing etc trades workers
7411 butchers fishmongers etc food preparers
7412 bakers-pastry cooks \& confectionery makers
7413 dairy-products makers
7414 fruit, vegetable etc preservers
7415 food \& beverage tasters \& graders
7416 tobacco preparers \& tobacco products makers
7420 wood treaters, cabinet-makers etc trades workers
7421 wood treaters
7422 cabinet-makers etc workers
7423 woodworking-machine setters \& setteroperators
7424 basketry weavers brush makers etc workers
7430 textile, garment etc trades workers
7431 fibre preparers
7432 weavers knitters etc workers
7433 tailors dressmakers \& hatters
7434 furriers etc workers
7435 textile leather etc pattern-makers \& cutters
7436 sewers embroiderers etc workers
7437 upholsterers etc workers
7440 pelt, leather \& shoemaking trades workers
7441 pelt dressers tanners \& fellmongers
7442 shoe-makers etc workers
7500 [skilled manual worker nfs]
7510 [non farm foremen nfs]
7520 [skilled manual workers nfs]
7530 [apprentice skilled work nfs]

8000 plant \& machine operators \& assemblers
8100 stationary-plant etc operators
8110 mining- \& mineral-processing plant operators
8111 mining-plant operators
8112 mineral-ore- \& stone-processing-plant operators
8113 well drillers \& borers etc workers
8120 metal-processing-plant operators
8121 ore \& metal furnace operators
8122 metal melters casters \& rolling-mill operators
8123 metal-heat-treating-plant operators
8124 metal drawers \& extruders
8130 glass, ceramics etc plant operators
8131 glass \& ceramics kiln etc machine operators
8139 glass, ceramics etc plant operators nec
8140 wood-processing- \& papermaking-plant operators
8141 wood-processing-plant operators
8142 paper-pulp plant operators
8143 papermaking-plant operators
8150 chemical-processing-plant operators
8151 crushing- grinding- \& chemical-mixing machinery operators
8152 chemical-heat-treating-plant operators
8153 chemical-filtering- \& separating-equipment operators
8154 chemical-still \& reactor operators
8155 petroleum- \& natural-gas-refining-plant operators
8159 chemical-processing-plant operators nec
8160 power-production etc plant operators
8161 power-production plant operators
8162 steam-engine \& boiler operators
8163 incinerator water-treatment etc plant operators
8170 automated-assembly-line \& industrial-robot operators
8171 automated-assembly- line operators
8172 industrial-robot operators

8200 machine operators \& assemblers
8210 metal- \& mineral-products machine operators
8211 machine-tool operators
8212 cement \& other mineral products machine operators
8220 chemical-products machine operators
8221 pharmaceutical- \& toiletry-products machine operators
8222 ammunition- \& explosive-products machine operators
8223 metal finishing- plating- \& coating-machine operators
8224 photographic-products machine operators
8229 chemical-products machine operators nec
8230 rubber- \& plastic-products machine operators
8231 rubber-products machine operators
8232 plastic-products machine operators
8240 wood-products machine operators
8250 printing- binding- \& paper-products machine operators
8251 printing-machine operators
8252 bookbinding-machine operators
8253 paper-products machine operators
8260 textile- fur- \& leather-products machine operators
8261 fibre-preparing-, spinning- \& windingmachine operators
8262 weaving- \& knitting-machine operators
8263 sewing-machine operators
8264 bleaching-dyeing- \& cleaning-machine operators
8265 fur- \& leather-preparing-machine operators
8266 shoemaking- etc machine operators
8269 textile- fur- \& leather-products machine operators nec
8270 food etc products machine operators
8271 meat- \& fish-processing-machine operators
8272 dairy-products machine operators
8273 grain- \& spice-milling-machine operators
8274 baked-goods cereal \& chocolate-products machine operators
8275 fruit- vegetable- \& nut-processing-machine operators

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

8276 sugar production machine operators
8277 tea- coffee- \& cocoa-processing-machine operators
8278 brewers- wine \& other beverage machine operators
8279 tobacco production machine operators
8280 assemblers
8281 mechanical-machinery assemblers
8282 electrical-equipment assemblers
8283 electronic-equipment assemblers
8284 metal- rubber- \& plastic-products assemblers
8285 wood etc products assemblers
8286 paperboard textile etc products assemblers
8290 other machine operators \& assemblers
8300 drivers \& mobile-plant operators
8310 locomotive-engine drivers etc workers
8311 locomotive-engine drivers
8312 railway brakers signallers \& shunters
8320 motor-vehicle drivers
8321 motor-cycle drivers
8322 car taxi \& van drivers
8323 bus \& tram drivers
8324 heavy truck \& lorry drivers
8330 agricultural \& other mobile-plant operators
8331 motorised farm \& forestry plant operators
8332 earth-moving- etc plant operators
8333 crane hoist etc plant operators
8334 lifting-truck operators
8340 ships deck crews etc workers
8400 [semiskld worker nfs]
9000 elementary occupations
9100 sales \& services elementary occupations
9110 street vendors etc workers
9111 street food vendors

9112 street vendors non-food products
9113 door-to-door \& telephone salespersons
9120 shoe cleaning and other street services elementary occupations
9130 domestic etc helpers cleaners \& launderers
9131 domestic helpers \& cleaners
9132 helpers \& cleaners in establishments
9133 hand-launderers \& pressers
9140 building caretakers, window etc cleaners
9141 building caretakers
9142 vehicle, window etc cleaners
9150 messengers, porters, doorkeepers etc workers
9151 messengers package \& luggage porters \& deliverers
9152 doorkeepers watchpersons etc workers
9153 vending-machine money collectors meter readers etc workers
9160 garbage collectors etc labourers
9161 garbage collectors
9162 sweepers etc labourers
9200 agricultural, fishery etc labourers
9210 agricultural, fishery etc labourers
9211 farm-hands \& labourers
9212 forestry labourers
9213 fishery hunting \& trapping labourers
9300 labourers in mining, construction, manuf. \& transport
9310 mining \& construction labourers
9311 mining \& quarrying labourers
9312 construction \& maintenance labourers: roads dams etc
9313 building construction labourers
9320 manufacturing labourers
9321 assembling labourers
9322 hand packers \& other manufacturing labourers
9330 transport labourers \& freight handlers
9331 hand or pedal vehicle drivers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

9332 drivers of animal-drawn vehicles \& machinery
9333 freight handlers

Note:
Open-ended question

If a wild code could not be identified, it was recoded into the next identifiable higher level profession unit (starting with minor group, sub major group then major group ) . $\mathrm{N}=27$. Source for recodes:
International Standard Classification of Occupations (ISCO-88) provided by the International Labour Organization. 18 September 2004. Web: 10 December 2011 www.ilo.org

| v317 _ 2 - kind of job chief wage earner - 2 digit ISCO88 code | (Q107) (recoded) | kind of job chief wage earner-2 digit ISCO88 code (Q107) | (recoded) |
| :---: | :---: | :---: | :---: |
| Profession/industry chief wage earner (2 digit ISCO88) |  | Profession/industry chief wage earner (2 digit ISCO88) |  |
| Source variable: v317 |  | Source variable: v317 |  |
| [In which profession/industry does/did he (she) work?] |  | [An wéi engem Secteur schaft hien (oder huet hien geschaff) |  |

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 armed forces
10 legislators, senior officials and managers
11 legislators and senior officials
12 corporate managers
13 general managers
20 professionals
21 physical, mathematical and engineering science professionals
22 life science and health professionals
23 teaching professionals
24 other professionals
25 education professionals not elsewhere classified
30 technicians and related associate professionals
31 physical and engineering science associate professionals
32 life science and health associate professionals
33 teaching associate professionals
34 other associate professionals
40 clerks
41 office clerks
42 customer service clerks

50 service workers and shop and market sales workers
51 personal and protective services workers
52 models, salespersons and demonstrators
60 skilled agricultural and fishery workers
61 market-oriented skilled agricultural and fishery workers
62 subsistence agricultural and fishery workers
70 craft and related trade workers
71 extraction and building trade workers
72 metal, machinery and related trades workers
73 precision, handicraft, printing and related trades workers
74 other craft and related trades workers
80 plant \& machine operators \& assemblers
81 stationary plant and related operators
82 machine operators and assemblers
83 drivers and mobile plant operators
84 semiskilled workers nfs
90 elementary occupations
91 sales and services elementary occupations
92 agricultural, fishery and related labourers
93 labourers in mining, construction, manufacturing and transport
99 not classified; inadequate description

| v317 _3 - kind of job chief wage earner -3 digit ISCO88 code | (Q107) (recoded) | kind of job chief wage earner -3 digit ISCO88 code (Q107) (recoded) |
| :---: | :---: | :---: |
| Profession/industry chief wage earner (3 digit ISCO88) |  | Profession/industry chief wage earner (3 digit ISCO88) |
| Source variable: v317 |  | Source variable: v317 |
| [In which profession/industry does/did he (she) work?] |  | [An wei engem Secteur schaft hien (oder huet hien geschafft) ?] |

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
11 member of armed forces
110 legislators \& senior officials
111 legislators
112 senior government officials
113 traditional chiefs \& heads of villages
114 senior officials special-interest organisations
120 corporate managers [large enterprise]
121 directors \& chief executives [large enterprise]
122 department managers - large departments
123 other department managers [large enterprise]
124 [office manager]
125 [military officers]
130 general managers [small enterprise]
131 general managers [small enterprise]
132 businessman/trader/entrepreneur nsf
200 professionals
210 physical, mathematical \& engineering science professionals
211 physicists, chemists \& related professionals
212 mathematicians, statisticians etc professionals

213 computing professionals
214 architects, engineers etc professionals
220 life science \& health professionals
221 life science professionals
222 health professionals (except nursing)
223 nursing \& midwifery professionals
230 teaching professionals
231 higher education teaching professionals
232 secondary education teaching professionals
233 primary \& pre-primary education teaching professionals
234 special education teaching professionals
235 other teaching professionals
240 other professionals
241 business professionals
242 legal professionals
243 archivists, librarians etc information professionals
244 social science etc professionals
245 writers \& creative or performing artists
246 religious professionals
247 Public service administrative professionals (A)
300 technicians and associated professionals
310 physical \& engineering science associate professionals
311 physical \& engineering science technicians
312 computer associate professionals
313 optical \& electronic equipment operators
314 ship \& aircraft controllers \& technicians
315 safety \& quality inspectors
320 life science \& health associate professionals
321 life science technicians etc associate professionals
322 modern health associate professionals except nursing
323 nursing \& midwifery associate professionals
324 traditional medicine practitioners \& faith healers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

330 teaching associate professionals
331 primary education teaching associate professionals
332 pre-primary education teaching associate professionals
333 special education teaching associate professionals
334 other teaching associate professionals
340 other associate professionals
341 finance \& sales associate professionals
342 business services agents and trade brokers
343 administrative associate professionals
344 customs, tax etc government associate professionals
345 [police and army officers]
346 social work associate professionals
347 artistic, entertainment \& sports associate professionals
348 religious associate professionals
400 clerks
410 office clerks
411 secretaries \& keyboard-operating clerks
412 numerical clerks
413 material-recording \& transport clerks
414 library, mail etc clerks
419 other office clerks
420 customer services clerks
421 cashiers, tellers etc clerks
422 client information clerks
500 service workers \& shop \& market sales workers
510 personal \& protective services workers
511 travel attendants etc
512 housekeeping \& restaurant services workers
513 personal care etc work
514 other personal services workers
515 astrologers, fortune-tellers etc workers
516 protective services workers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish
GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

520 models, salespersons \& demonstrators
521 fashion \& other models
522 shop salespersons \& demonstrators
523 stall \& market salespersons
600 skilled agricultural \& fishery workers
610 market-oriented skilled agricultural \& fishery workers
611 market gardeners \& cropgrowers
612 market-oriented animal producers etc workers
613 market-oriented crop \& animal producers
614 forestry etc workers
615 fishery workers, hunters \& trappers
620 subsistence agricultural \& fishery workers
621 subsistence agricultural \& fishery workers
700 craft etc trades workers
710 extraction \& building trades workers
711 miners, shotfirers, stone cutters \& carvers
712 [builders] \& ar trades workers
713 building finishers etc trades workers
714 painters, building structure cleaners etc trades workers
720 metal, machinery etc trades workers
721 metal moulders, welders, sheetmetal workers
722 blacksmiths, tool-makers etc trades workers
723 machinery mechanics \& fitters
724 electrical \& electronic equipment mechanics \& fitters
730 precision, handicraft, printing etc trades workers
731 precision workers in metal etc materials
732 potters, glass-makers etc trades workers
733 handicraft workers in wood,textile, leather etc
734 printing etc trades workers
740 other craft etc trades workers
741 food processing etc trades workers
742 wood treaters, cabinet-makers etc trades workers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

743 textile, garment etc trades workers
744 pelt, leather \& shoemaking trades workers
750 [skilled manual worker nfs]
751 [non farm foremen nfs]
752 [skilled manual workers nfs]
800 plant \& machine operators \& assemblers
810 stationary-plant etc operators
811 mining- \& mineral-processing plant operators
812 metal-processing-plant operators
813 glass, ceramics etc plant operators
814 wood-processing- \& papermaking-plant operators
815 chemical-processing-plant operators
816 power-production etc plant operators
817 automated-assembly-line \& industrial-robot operators
820 machine operators \& assemblers
821 metal- \& mineral-products machine operators
822 chemical-products machine operators
823 rubber- \& plastic-products machine operators
824 wood-products machine operators
825 printing- binding- \& paper-products machine operators
826 textile- fur- \& leather-products machine operators
827 food etc products machine operators
828 assemblers
829 other machine operators \& assemblers
830 drivers \& mobile-plant operators
831 locomotive-engine drivers etc workers
832 motor-vehicle drivers
833 agricultural \& other mobile-plant operators
834 ships deck crews etc workers
900 elementary occupations
910 sales \& services elementary occupations
911 street vendors etc workers

EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

## GESIS StudyNo 3804, v3.0.1, http://dx.doi.org/doi:10.4232/1.11545

913 domestic etc helpers cleaners \& launderers
914 building caretakers, window etc cleaners
915 messengers, porters, doorkeepers etc workers
916 garbage collectors etc labourers
920 agricultural, fishery etc labourers
921 agricultural, fishery etc labourers
930 labourers in mining, construction, manuf. \& transport
931 mining \& construction labourers
932 manufacturing labourers
933 transport labourers \& freight handlers
996 not classified; inadequate description

| V318-kind of job chief wage earner (Q108/Q109) | kind of job chief wage earner (Q108/Q109) |
| :---: | :---: |
| Q. 108 | Q. 108 |
| What is/was his/her job? | Wat as (wor) genau säin Beruff? |
| ........................... |  |
| <Write in and code below> | < (NOTER EN CLAIR) > |
| Q. 109 | Q. 109 |
|  | <Coder les réponses ci dessous> |
| -5 other missing |  |
| -4 question not asked | 1 Patron ou dirigeant d. un établissement de 10 personnes et plus |
| -3 not applicable | 2 Patron ou dirigeant d un établissement de moins de 10 personnes |
| -2 no answer | 3 Profession libérale |
| -1 don't know | 6 Agent de maîtrise, contre-maître |
| 1 employer/manager of establ with 10 or more employees | 7 Ouvrier qualifié |
| 2 employer/manager of establ with less than 10 employees | 8 Ouvrier spécialisé |
| 3 professional worker (lawyer, accountant, teacher etc) | 9 Manoeuvre, femme de charge, personnel de maison |
| 4 middle level non-manual -office worker etc | 10 Agriculteur exploitant |
| 5 junior level non-manual -office worker etc | 11 Ouvrier agricole |
| 6 foreman and supervisor | 12 Membres des forces armées (professionnel) |
| 7 skilled manual worker | 13 N , a jamais eu d, activité rémunérée |
| 8 semi-skilled manual worker | 14 Cadre supérieur |
| 9 unskilled manual worker | 15 Enseignant, professeur, instituteur, maternelle, catéchète, éducateur |
| 10 farmer: employer, manager or own account | 16 Employé qualifié de bureau : secrétariat, comptabilité |
| 11 agricultural worker | 17 Employé non-qualifié travaillant dans un bureau |
| 12 member of armed forces | 18 Profession intermédiaire : technicien, infirmier, policier, cadre moyen |
| 13 never had a job | 19 Autre employé qualifié ne travaillant pas dans un bureau |
|  | 20 Employé non-qualifié ne travaillant pas dans un bureau |
|  | 88 NSP |
|  | 99 S.R. |
|  | Note: |
|  | Q. 108 is an open ended question |

In Luxembourg an additional question on employment status was asked between Q. 108 and Q.109:

## S32. An äre Statut?

1 Indépendant
2 TII, travailleur intellectuel et indépendant
3 Employé privé
4 Fonctionnaire (État, Commune)
5 Assimilés (CFL, P\&T, Sécurité Sociale )
6 Fonctionnaire européen + NAMSA
7 Autre : NOTER

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the original language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

| V320-income household respondent (Q110) | income household respondent (Q110) |
| :---: | :---: |
| Q. 110 | Q. 110 |
| <Ask all; show income card> | <MONTRER CARTE 110> |
| Here is a scale of incomes and we would like to know in what group your household is, counting all wages, salaries, pensions and other incomes that come in. Just give the letter of the group your household falls into, after taxes and other deductions. <br> (Incomes in ten categories from 10\% lowest to 10\% highest income category ) | Mir wellen d'Resultater vun dëser Etude as elo eng Skala vun Akommen pro Mo alleguer d'Akommen aus Ärem Stot zes all Steieren a Kotisatiounen ofgehale sin |
| -5 other missing <br> -4 question not asked | Perséinlecht Nettoakommes |
| -3 not applicable | Netto Haushaltsakommes |
| -2 no answer <br> -1 don't know |  |
| 44201 LU: Low (LUF ) | 10 - Pas de revenu propre |
| 44202 LU: 2 | 11 - Moins de 30.000.- Flux/mois |
| 44203 LU: 3 | 12 30.000-39.999.- Flux/mois |
| 44204 LU: 4 | 13 40.000-49.999.- Flux/mois |
| 44205 LU: 5 | 14 50.000-59.999.- Flux/mois |
| 44206 LU: 6 | 15 60.000-69.999.- Flux/mois |
| 44207 LU: 7 | 16 70.000-79.999.- Flux/mois |
| 44208 LU: 8 | 17 80.000-89.999.- Flux/mois |
| 44209 LU: 9 | 18 90.000-99.999.- Flux/mois |
| 44210 LU: High (LUF ) | 19 100.000-109.999.- Flux/mois |
|  | 20 110.000-119.999.- Flux/mois |
| Note: | 21 120.000-129.999.- Flux/mois |
| Standardized country-specific variable containing country ISO 3166-1 identifier (CCC ) and country- | 22 130.000-139.999.- Flux/mois |
| specific categories (income). | 23 140.000-149.999.- Flux/mois |
|  | 24 150.000-159.999.- Flux/mois |
| Categories labelled by national currency according to ISO 4217 alphabetic code. Source: | 25 160.000-169.999.- Flux/mois |
| www.iso.org | 26 170.000-179.999.- Flux/mois |
|  | 27 180.000-189.999.- Flux/mois |

Income was measured on an 25 point scale; distribution has been adapted to the 10 categories of the Master Questionnaire by Luxembourg
190.000-199.999.- Flux/mois

29 200.000-210.000.- Flux/mois
210.000-229.999.- Flux/mois
220.000-139.999.- Flux/moi
230.000-249.999.- Flux/mois
240.000-250.999.- Flux/mois
250.000 Flux/mois et plus

NSP
Refus

Missing values from field questionnaire were recoded into -1 to -5 in the datasets. Since the origina language documentation was developed in cooperation between the participating countries, CEPS/Instead Luxembourg, and GESIS Data Archive, Cologne, the documentation of the missing values may differ from country to country. For some countries missing values have been adopted and translated directly from data, for others they were documented according to the respective field questionnaires.

## CARD 107

Incomes in ten categories from $10 \%$ lowest to $10 \%$ highest income category

| Perséinlecht <br> Nettoakommes | Netto <br> Haushaltsakommes |  |
| :---: | :---: | :---: |
| 10 |  | - Pas de revenu propre |
| 11 | 11 | - Moins de $30.000 .-$ Flux/mois |
| 12 | 12 | $-30.000-39.999 .-$ Flux/mois |
| 13 | 13 | $-40.000-49.999 .-$ Flux/mois |
| 14 | 14 | $-50.000-59.999 .-$ Flux/mois |
| 15 | 15 | $-60.000-69.999 .-$ Flux/mois |
| 16 | 16 | $-70.000-79.999 .-$ Flux/mois |
| 17 | 17 | $-80.000-89.999 .-$ Flux/mois |
| 18 | 18 | $-90.000-99.999 .-$ Flux/mois |
| 19 | 19 | $-100.000-109.999 .-$ Flux/mois |
| 20 | 20 | $-110.000-119.999 .-$ Flux/mois |
| 21 | 21 | $-120.000-129.999 .-$ Flux/mois |
| 22 | 22 | $-130.000-139.999 .-$ Flux/mois |
| 23 | 23 | $-140.000-149.999 .-$ Flux/mois |
| 24 | 24 | $-150.000-159.999 .-$ Flux/mois |
| 25 | 25 | $-160.000-169.999 .-$ Flux/mois |
| 26 | 26 | $-170.000-179.999 .-$ Flux/mois |
| 27 | 27 | $-180.000-189.999 .-$ Flux/mois |
| 28 | 28 | $-190.000-199.999 .-$ Flux/mois |
| 29 | 29 | $-200.000-210.000 .-$ Flux/mois |
| 30 | 30 | $-210.000-229.999$. Flux/mois |
| 31 | 31 | $-220.000-139.999 .-$ Flux/mois |
| 32 | 32 | $-230.000-249.999 .-$ Flux/mois |
| 33 | 33 | $-240.000-250.999$. Flux/mois |
| 34 | 34 | -250.000 Flux/mois et plus |


| v320 _ r -income household respondent (Q110) (recoded) | income household respondent (Q110) (recoded) |
| :---: | :---: |
| Income level-recoded (3 categories ) | Income level-recoded (3 categories ) |
| Source variable: v320 <br> [Here is a scale of incomes and we would like to know in what group your household is, counting all wages, salaries, pensions and other incomes that come in. Just give the letter of the group your household falls into, after taxes and other deductions.] | Source variable: v320 <br> [Mir wellen d'Resultater vun dëser Etude en fonctioun vun den Akommen vun den Leit analyséieren. Hei as elo eng Skala vun Akommen pro Mount. Kennt Dir mir w.e.g. soen wou Dir lech situéiert, andeem Dir alleguer d'Akommen aus Ärem Stot zesummen zielt : Pei'en, Familjenzoulagen, aner Akommen nodeems all Steieren a Kotisatiounen ofgehale sin. Sot mir w.e.g. de Codenummer den op Ären Stot zoutrefft.] |

-5 other missing
-4 question not asked
-3 not applicable
-2 no answer
-1 don't know
1 low
2 medium
3 high

| O49 - socio-economic status respondent (Q110a) | socio-economic status respondent (Q110a) |
| :---: | :---: |
| Q.110a | Q.110a |
| <Interviewer code by yourself> | Statut économique de la personne interrogée |
| Socio-economic status of respondent | <CODIFIE PAR ILReS> |
| -5 other missing | 1 AB |
| -4 question not asked | 2 C 1 |
| -3 not applicable | 3 C2 |
| -2 no answer | 4 DE |
| -1 don't know |  |
| 1 AB (upper, upper-middle class) |  |
| 2 C1 (middle, non-manual workers) |  |
| 3 C 2 (manual workers -skilled, semi-skilled) |  |
| 4 DE (manual workers -unskilled, unemployed) |  |


| V322-size of town where interview was conducted (Q112) | size of town where interview was conducted (Q112) |
| :---: | :---: |
| Q. 112 | Q. 112 |
| Size of town | Awunnerzuel vun der Gemeng vum Interview |
| -5 other missing | 1 - bis 2.000 Leit |
| -4 question not asked | $2-2.000$ bis 5.000 |
| -3 not applicable | $3-5.000$ bis 10.000 |
| -2 no answer | $4-10.000$ bis 20.000 |
| -1 don't know | $5-20.000$ bis 50.000 (Esch-Alzette) |
| 1 under 2000 | 6 - méi ewéi 50.000 (Luxembourg) |
| 2 2-5000 |  |
| 3 5-10000 |  |
| 4 10-20000 |  |
| 5 20-50000 |  |
| 6 50-100000 |  |
| 7 100-500000 |  |
| 8500.000 and more |  |


| V323 - region where interview was conducted | $($ Q113 ) | region where interview was conducted (Q113) |
| :--- | :--- | :--- |
| Q. 113 | Region: <br> no regions |  |
| Region: |  |  |
|  |  |  |
| -5 | other missing |  |
| -4 | question not asked |  |
| -3 | not applicable |  |
| -2 | no answer |  |
| -1 | don't know |  |
| $442000 \quad$ LU: no regions |  |  |
| Note: |  |  |
| Standardized country-specific variable containing country ISO 3166-1 identifier | (CCC) and country- |  |
| specific categories (region). |  |  |


| O50-date of interview | date of interview |  |
| :---: | :---: | :---: |
| Date of the interview: $\qquad$ <br> (day, month ) | Date de linterview : | ... / .. / 99 |
| -5 other missing |  |  |
| -4 question not asked |  |  |
| -3 not applicable |  |  |
| -2 no answer |  |  |
| -1 don't know |  |  |


| O51 - length of interview: hours | length of interview: hours |
| :--- | :--- |
| Total length of interview | Durée totale de linterview:...... heure |
| $\ldots . . . . . . .$. Hours |  |
| -5 |  |
| -4 | other missing |
| -3 | not applicable |
| -2 | no answer |
| -1 | don't know |


| O52 - length of interview: minutes | length of interview: minutes |
| :--- | :--- |
| Total length of interview | Durée totale de l'interview :..... minutes |
| $\ldots . . . . . . . . . M i n u t e s ~$ |  |
| -5 |  |
| -4 | question not asked |
| -3 | not applicable |
| -2 | no answer |
| -1 | don't know |

$052 r$-duration of interview in minutes (constructed)
Duration of interview in minutes (constructed)

Source variables: 051, o52
[Duration of interview in hours/minutes]
052 r $=(051 * 60+052)$
duration of interview in minutes

(constructed)

Duration of interview in minutes (constructed)

Source variables: 051, o52
[Durée totale de l'interview : .... heure/minutes]
052 r $=(051 * 60+052)$

| O53-interest of respondent during interview (Q114) | interest of respondent during interview (Q114) |
| :---: | :---: |
| Q. 114 | Q. 114 |
| During the interview the respondent was ... | Pendant l'interview, la personne interrogée a paru: |
| -5 other missing | 1 Très intéressée |
| -4 question not asked | 2 Assez intéressée |
| -3 not applicable | 3 Pas très intéressée |
| -2 no answer |  |
| -1 don't know |  |
| 1 very interested |  |
| 2 somewhat interested |  |
| 3 not very interested |  |

O50BH -
Note:
No information available.

Note:
no information available

O50BM -
Note: Note:
No information available. no information available
v324 - year/month of start-fieldwork (constructed)
Year/month of start-fieldwork (constructed)
Source variable: Period of fieldwork as reported on the Source Book of the 1999/2000 European Values
Study (Halman: 2001) and on the Study Description of GESIS Data Catalogue.

| year/month of start-fieldwork | (constructed ) |
| :--- | :--- |
| Year/month of start-fieldwork | (constructed) |

Year/month of start-fieldwork (constructed)

Study (Halman: 2001) and on the Study Description of GESIS Data Catalogue.
v325 - year/month of end-fieldwork (constructed)
Year/month of end-fieldwork (constructed)
Source variable: Period of fieldwork as reported on the Source Book of the 1999/2000 European Values
Study (Halman: 2001) and on the Study Description of GESIS Data Catalogue.

| year/month of end-fieldwork | (constructed ) |
| :--- | :--- |
| Year/month of end-fieldwork (constructed) |  |

year/month of end-fieldwork (constructed)
Year/month of end-fieldwork (constructed)

Study (Halman: 2001) and on the Study Description of GESIS Data Catalogue.

| Contents |  |
| :---: | :---: |
| studyno | GESIS study number (EVS wave) |
| version | GESIS archive version |
| ID_COCAS | unified respondent number |
| CASENO | original respondent number |
| YEAR | survey year |
| WEIGHT | weight |
| V1 | how important in your life: work (Q1A) |
| V2 | how important in your life: family (Q1B) |
| V3 | how important in your life: friends and acquaintances (Q1C) |
| V4 | how important in your life: leisure time (Q1D) |
| V5 | how important in your life: politics (Q1E) |
| V6 | how important in your life: religion (Q1F) |
| V7 | how often discuss politics with friends (Q2) |
| V8 | environment: giving part of income (Q3A) |
| v9 | environment: increase taxes to prevent environmental pollution (Q3B) |
| V10 | environment: government should reduce environmental pollution (Q3C) |
| V11 | taking all things together how happy are you (Q4) |
| V12 | do you belong to: welfare organisation (Q5a_A) |
| V13 | do you belong to: religious organisation Q5a_B) |
| V14 | do you belong to: cultural activities (Q5a_C) |
| V15 | do you belong to: trade unions (Q5a_D) |
| V16 | do you belong to: political parties/groups (Q5a_E) |
| V17 | do you belong to: local community action (Q5a_F) |
| V18 | do you belong to: 3 w -development/human rights (Q5a_G) |
| V19 | do you belong to: environment, ecology, animal rights (Q5a_H) |
| V20 | do you belong to: professional associations (Q5a_I) |
| V21 | do you belong to: youth work (Q5a_J) |
| V22 | do you belong to: sports/recreation (Q5a_K) |
| V23 | do you belong to: women's groups (Q5a_L) |
| V24 | do you belong to: peace movement (Q5a_M) |
| V25 | do you belong to: voluntary health organisations (Q5a_N) |

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| :---: | :---: |
| O16 | important in marriage: same ethnic background (Q40P) |
| V148 | children need both parents to grow up happily (Q41) |
| V149 | women need children in order to be fulfilled (Q42) |
| V150 | marriage is outdated (Q43) |
| V151 | woman single parent, no stable relationship with man (Q44) |
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## EVS 1999 Bilingual Variable Documentation Luxembourg: English - Luxembourgish

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[^0]:    Note:
    For detailed information on the sampling procedures, fieldwork, weighting, etc., please see the Source Book of the 1999/2000 European Values Study (Halman: 2001) and the national Variable Report.

